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ABSTRACT

This handbook outlines the options and requirements for federal support for tech prep in the Perkins law. It explains what educators must do and not do to assure compliance with all the law's mandates and to avoid audit exceptions. The guide also covers new tech prep provisions that were included in the Higher Education Act of 1992. Discussed in the guide's nine chapters are the following topics: the U.S. Congress and tech prep, the state-administered program under Title III, the national program under Title III, the basic grant program, the state leadership program, demonstration programs under Title IV, the Higher Education Act program, audit issues, and the audit process. The following legal authorities are presented in the first of the guide's seven appendixes: Perkins Act, Title III, Part E; Perkins Act, Section 235; Perkins Act, Title II, Part A; Higher Education Act, Titles I and V; Perkins Regulations, Parts 405 and 406; and Perkins Act, Section 118(c). Included in the remaining appendixes are the following: letters and memos issued by the U.S. Department of Education in response to questions raised about tech prep, names/addresses of state tech prep coordinators, a 23-item tech prep resources directory, notes on preparatory services requirements, overview of cost principles and grant administrative requirements, and descriptions of nine model tech prep education projects under Title IV. (MN)

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Federal Funding for Tech Prep

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AVA Guide to Federal Funding for Tech Prep

By Michael Brustein

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Foreword

Tech prep is one of the most promising new concepts in education today. It is grounded in some of the most important principles upon which vocational education is based.

First, it grew from the belief that academic learning and occupational skills development are inextricably linked.

Second, it is designed to help students see a purpose and a real-life connection between what they learn in school and their future work lives.

Third, its goal is to prepare students to leave school ready for work and for further learning.

This exciting approach to vocational education gained the support of the U.S. Congress during the reauthorization of the Carl Perkins Vocational and Applied Technology Education Act of 1990. Congress demonstrated its support of tech prep with the inclusion of a separate allocation under Title III State-Administered Programs in the Perkins Act. It also allowed the use of both basic state grant and state leadership funds for tech prep.

The American Vocational Association was a leading advocate for the inclusion of the tech prep provisions in the Perkins Act. This infusion of millions of dollars in funds into programs across the country as an outgrowth of this new program is yet another example of how AVA, the major professional association for vocational-technical education, represents the interests of the field at the national level.

Since the enactment of the 1990 law, AVA has continued its service to the field with the publication of a series of products about the act. Together these publications represent the most authoritative and complete set of resources to be found on the Perkins Act.

We are now pleased to publish the latest in this fine series, *The AVA Guide to Federal Funding for Tech Prep*. We believe that there is an acute need for this publication in the field. As tech prep programs have gotten under way across the country, educators have demonstrated their characteristic creativity by building a number of tech prep models. No two programs are exactly alike.

While it is important to foster creative thinking and innovative responses to educational needs, there is a danger here for educators who are using Perkins funds to support their tech prep programs. The law is very precise in its definition of a tech prep program that qualifies for federal funding. Furthermore, there are differences in requirements, depending upon whether funds are coming to an institution through the Title III, Part E tech prep provisions, from the basic state grant or from state leadership funds.

This guide seeks to outline clearly the options for federal support for tech prep in the Perkins law. In addition, it explains what educators must do and not do to assure compliance with all the law's mandates and to avoid audit exceptions. But it doesn't stop there. This guide also covers new tech prep provisions that were included in the Higher Education Act of 1992. Michael Brustein, the publication's author, is one of the nation's leading authorities on the Perkins Act and other legislation of significance to vocational educators.

The extensive appendices put together in one place all the federal authorities regarding tech prep and all policy statements issued by the Department of Education regarding tech prep. They also provide additional information of significance to those involved in tech prep programs, including a listing of all state tech prep coordinators and a directory of additional resources about tech prep. These individuals, publications and other materials can help educators improve their tech prep programs.

Although every effort has been made to make this guide a comprehensive resource on federal funding for tech prep, we realize that educators may have specific questions related to local situations. Please remember that you may contact the Department of Education's Office of Vocational and Adult Education at any time for answers to technical questions that you may have.

The AVA Board of Directors remains committed to providing educators with comprehensive information that will help them improve and expand their programs. This guide is just one more example of the association's mission, "to provide educational leadership in developing a competitive workforce," in action.

CH Buzzell

Charles H. Buzzell
Executive Director

Introduction

In the Carl D. Perkins Vocational and Applied Technology Act of 1990 the U.S. Congress authorized the government to spend up to $125 million on tech prep programs. These programs are expected to soundly integrate academic and vocational education, a recurring theme and major emphasis of the Perkins Act. Aside from basic state grant money, tech prep was to receive the largest share of funds of any specific program described in the law.

Before 1990, a major effort was already under way nationwide to build bridges between secondary and postsecondary vocational education programs. These initiatives became known as "tech prep" because they provide a coordinated sequence of course work in technical fields, starting in high school and continuing through postsecondary education to an associate degree. The programs, which integrate academic and vocational skills, prepare students for careers in engineering, business, information management, health and certain human services areas.

While some of these early programs relied on non-federal funds, many received "seed money" under the old Title II Part B (Program Improvement) of the 1984 Carl D. Perkins Vocational Education Act. The 1984 law contained few regulations or guidelines. This gave administrators great flexibility in creating programs and designing articulation agreements between high schools and postsecondary institutions such as community colleges or vocational-technical schools.

The flexibility decreased with enactment of the Carl D. Perkins Vocational and Applied Technology Act of 1990. On the plus side, the law provides millions of dollars in new funds for tech prep. But on the negative side, it imposes a narrowed definition of tech prep and requires administrators who rely on federal funds to follow a panoply of federal regulations. These new regulations, along with regulations under other federal funding programs for tech prep, require close attention by administrators to ensure compliance.

The purpose of the *AVA Guide to Federal Funding for Tech Prep* is to provide a comprehensive resource that will help administrators implement tech prep programs without risking audit liability. The book thoroughly analyzes each of the federal funding sources for tech prep. For each source, the book explains how to apply for funds and how the money may be used. It explains which funding sources offer maximum flexibility, which permit spending funds for equipment, which impose threshold requirements for equal access by special populations, and how the funds must be accounted for.

For a quick overview of the tech prep funding situation, see the chart on page 9. The chart notes the various programs from which funds flow, what agency awards funds, what programs are eligible for funds and how the funds can be used. Also in the chart are references to the chapters of this book where there is detailed information about each of these programs.

Using This Guide

Here's an overview of the information you'll find in each chapter and appendix:

Chapter 1: The U.S. Congress and Tech Prep
Discusses the legislative history of tech prep support in the Perkins Act. An understanding of the compromises reached by the House-Senate conferees is helpful in understanding lawmakers' intent in the law's tech prep provisions.

Chapter 2: The State-Administered Program Under Title III
Explains the structure of the state-administered tech prep program, including the meaning of a consortium, the seven required elements of a tech prep program, the responsibilities of the state board, and state and local reporting requirements.

Chapter 3: The National Program
Explains the national tech prep program and how it differs from the state-administered program.

Chapter 4: The Basic Grant Program
Provides a road map through the basic grant for persons interested in spending these funds on tech prep. This chapter emphasizes the differences between the state-administered program and the basic grant tech prep program.

Chapter 5: The State Leadership Program
Discusses the use of the 8.5 percent state leadership funds for tech prep.

Chapter 6: Demonstration Programs Under Title IV
Explains the grant program and outlines the nine model programs currently funded under this title.

Chapter 7: The Higher Education Act Program
Explains provisions in the 1992 Higher Education Act Amendments that offer the possibility of additional money for tech prep.

Chapter 8: Audit Issues
Provides advice on how to avoid audit exposure.

Chapter 9: The Audit Process
Explains the audit process and suggests ways to prepare for annual audits.

Appendix A: Legal Authorities
Pertinent excerpts from the Perkins Act, Perkins Regulations and the Higher Education Act related to tech prep.

Appendix B: National Tech Prep Policies
Copies of Department of Education correspondence and announcements.

Appendix C: State Tech Prep Coordinators
A directory of coordinators.

Appendix D: Tech Prep Resources Directory
A listing of companies and organizations that provide information and materials on tech prep education.

Appendix E: Preparatory Services Requirements
A statement by the Secretary of Education.

Appendix F: Cost Principles and Grant Administrative Requirements
An overview of EDGAR and OMB Circular A-87 regulations and guidelines.

Appendix G: Model Tech Prep Education Projects Under Title IV
Abstracts of nine model programs operating in 1993.

A Quick Guide to Federal Funds for Tech Prep

Program	Who Awards Funds	Who's Eligible for Funds	What the Money Can be Used For	See
State-administered program (Title III of the Perkins Act)	State board	Tech prep consortia that include at least one secondary school and one postsecondary educational institution and that offer a 2+2 program	•General program costs •Curriculum development •Training of teachers and counselors •Equipment •Technical assistance from other tech prep programs	Chapter 2
National program (only kicks in if funding for the state-administered program falls below $50 million annually)	Secretary of Education	Tech prep consortia that include at least one secondary school and one postsecondary educational institution and that offer a 2+2 program	•General program costs •Curriculum development •Training of teachers and counselors •Equipment •Technical assistance from other tech prep programs	Chapter 3
Basic grant program (Section 235 of the Perkins Act)	State board	Tech prep programs that offer any configuration of vocational education programs	•New, expanded, or updated tech prep activities •Equipment	Chapter 4
State leadership program	State board	Tech prep consortia that include at least one secondary school and one postsecondary educational institution and that offer a 2+2 program	•General program costs •Curriculum development •Training of teachers and counselors •Equipment •Technical assistance from other tech prep programs	Chapter 5
Higher Education Act Amendments of 1992, Part A of Title I	Secretary of Education	Higher education institutions and high schools serving low-income and disadvantaged students	Tech prep activities that help high school students continue their education in postsecondary institutions	Chapter 7
Higher Education Act Amendments of 1992, Part B of Title I	State higher education agencies	Two- and four-year higher education institutions	•Development of articulation agreements with other higher education institutions •Faculty training •Student counseling and outreach •Coordination with secondary institutions to satisfy entrance requirements	Chapter 7

Chapter 1

THE U.S. CONGRESS AND TECH PREP

National studies of vocational education were commissioned under the 1984 Perkins Act. Some of these studies found that too frequently vocational education served as a dumping ground for students who performed poorly in traditional college preparatory courses. Moreover, these students frequently ended up without either the educational credentials or skills needed to advance in school or the workplace.

The House Acts

In response to the studies, in 1989 Rep. William Ford (D-Mich.), chairman of the House Education and Labor Committee, introduced H.R. 22, the Tech Prep Act. More than 100 House members co-sponsored the bill. Backers of the measure believed it would address a number of issues affecting students and the American workforce:

- Skill shortages are becoming a dominant labor problem. The workforce of the future will need increasing levels of technical skills.

- High school vocational education programs cannot teach a sufficient level of skills for most jobs of the future. Experts estimate that nearly three-quarters of all future jobs will require some postsecondary education.

- Most young people will change jobs several times during their careers. Thus, they need training in skills that will take them beyond the first job out of school. To be prepared for later jobs and changes in technology, students must become proficient in reading, comprehension, computation, reasoning, analysis, communication and problem solving.

- Secondary and postsecondary programs have not unified their efforts. Instead, they've attempted to protect their turf and funding, which has resulted in duplicated programs and wasted dollars.

- General education students, defined as those not pursuing a college-prep curriculum or programs designed to provide entry-level job skills, have no clear path to enter the workforce or pursue higher education.

The Tech Prep Act was designed to fix these problems. The aim was to help break down the barriers between secondary and postsecondary institutions, resulting in a coordinated, integrated, focused and challenging education program.

The House essentially incorporated all of H.R. 22, the Tech Prep Act, into H.R. 7, the reauthorization of the 1984 Carl D. Perkins Vocational Education Act. H.R. 7, which authorized tech prep as a new Part E of Title III, provided five years of funding for tech prep consortia. The federal share of funding would start at 100 percent in the first year for planning and decline to 50 percent in the fifth year. A tech prep consortium that sought funding would be required to have an articulation agreement between the participants. Every program would consist of two years of secondary school and two years of postsecondary education. This two plus two (2+2) program would contain a core of required classes in mathematics, science, communications, and technologies leading to an associate degree in a specific career field. All grants would be awarded by the Secretary of Education.

The Senate Seeks a State-Administered Program

The Senate wrote its own tech prep bill, S. 1109, nearly a year later. The Senate proposed that 5 percent of the state's basic grant be reserved for a state-administered tech prep program. The legislative history of the bill indicates that the Senate intended that the 5 percent figure be the minimum allocation, not the ceiling.

The Senate version also expanded the postsecondary side of tech prep by permitting the consortium to include community colleges, postsecondary vocational-technical schools offering two-year degrees, apprenticeship programs and higher education institutions offering two-year degrees, associate degrees or two-year postsecondary certificates. Apprenticeship programs were included because of the need for highly qualified crafts workers.

The House-Senate Conference

When the House and Senate conferees finally met in the summer of 1990, they compromised on many key differences between the two bills. These compromises constitute the nucleus of Title III Part E of the Perkins Act. (See full text in Appendix A.)

However, the Senate conferees were still intent on allowing states to use basic grant funds for tech prep. Their bill allowed this, but with two significant restrictions. First, states could use only secondary school funds. And second, the tech prep programs had to exclusively serve special populations. The House conferees ultimately agreed to the Senate proposal to permit use of basic grant funds for tech prep. However, the conference committee removed the two Senate limitations.

Perhaps most important, nothing in the legislative history indicates that basic grant funds for tech prep are subject to any of the conditions or limitations imposed by the Title III tech prep program. The result is that recipients of basic grant money have a fair amount of freedom in designing their tech prep programs.

Neither of the original bills authorized the use of state leadership funds for tech prep. Nonetheless, the conferees added language to permit use of the 8.5 percent state leadership setaside to support tech prep. The final bill requires that any state leadership funds used for tech prep meet the requirements of section 344 in Title III.

Chapter 2

THE STATE-ADMINISTERED PROGRAM UNDER TITLE III

The lion's share of federal money available for tech prep is authorized under Title III Part E of the Carl D. Perkins Vocational and Applied Technology Education Act. Under this authority, the Secretary of Education annually allocates money to each state board based on a formula described in section 101(a)(2) of the Act, which calls for allotment of funds in proportion to the population of ages 15-19, 20-24 and 25-65, adjusted inversely by per capita income. The state board then awards tech prep grants or contracts on a competitive or formula basis to consortia. The state board has great discretion in devising its own funding process. This program is not part of the state plan and therefore is not bound by state plan requirements.

Since the inception of tech prep funding in the Perkins Act of 1990, appropriations for tech prep have totaled $63.4 million in Fiscal Year 1991, $90 million in FY1992 and $104.16 million in FY1993.

What Is a Consortium?

All local applicants must be members of a consortium. A tech prep consortium consists of at least one secondary school and one postsecondary educational institution. A "secondary school" may be a local educational agency, an intermediate educational agency, an area vocational education school serving secondary students or a secondary school funded by the Bureau of Indian Affairs. A "postsecondary institution" may be either a non-profit or for-profit institution of higher education.

A non-profit institution must offer a two-year associate degree program, a two-year certificate program or a two-year apprenticeship training program. It also must qualify as an institution of higher education as defined in section 481(a) of the Higher Education Act. This includes institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978. A non-profit institution cannot participate if it is barred from receiving assistance under Part B of the Higher Education Act of 1965, as outlined in section 435(a)(3) of the Act.

For-profit institutions may participate if they offer a two-year associate degree program and they qualify as institutions of higher education under section 481(a) of the Higher Education Act of 1965. They are ineligible if they're subject to a default management plan required by the Secretary.

While a consortium must contain at least one secondary school and one postsecondary institution, it can have as many members as desired. One member must serve as the grantee or fiscal agent. This member is responsible for administering the program and accounting for all federal money spent. However, all members of the consortium are bound by every statement in the application.

Three other aspects of the regulations concerning consortia should be noted:

1. Once a consortium is established, it may sign contracts with other institutions that do not meet the requirements described above. These other institutions might, for example, provide goods or services.

2. A community college that has not yet obtained state degree-granting authority may still join a consortium if it expects to obtain such authority by the time students enroll in the postsecondary portion of the program.

3. Significantly, members of the consortium do not have to be accredited. The Secretary has said that the issue of accreditation should be left to the state board's discretion.

(Education Department policy on several consortium issues can be found at Appendix B-5.)

What are the Required Elements of a Tech Prep Program Under Title III?

A consortium seeking a state grant must submit a three-year plan showing that a tech prep program will be developed and implemented. The plan should describe the role that each consortium member will perform. At a minimum, a tech prep program must:

1. lead to an associate degree or two-year certificate;

2. provide technical preparation in at least one field of engineering technology; applied science; mechanical, industrial or practical art or trade; agriculture; health; or business;

3. build student competence in mathematics, science and communications through a sequential course of study (it can do this through applied academics if desired);

4. lead to employment placement.

In addition, the state board can give Title III funds only to tech prep programs that contain seven required elements. These include:

1. **Articulation Agreement:** The consortium members must sign an articulation agreement. This agreement commits them to a program with a non-duplicative sequence of classes and other experiences providing progressive achievement leading to competencies in a tech prep education program.

2. **Appropriate Curriculum Design:** At the secondary level, the tech prep program must contain two years of classes during the 11th and 12th grades. It cannot start in the ninth or 10th grades (See ED policy letter at Appendix B-4). The program also must contain two years of higher education or an apprenticeship program lasting at least two years after high school. In addition, the program must have a common core of required courses in mathematics, science, communications and technologies that leads to an associate degree or a certificate in a specific career field. The program must require courses in all four areas. Applied academic courses are eligible for funding if they are an integral part of the tech prep program. Any applied academic course must specifically relate to the occupational skills being taught in the program (See ED policy letter at Appendix B-6).

Tech Prep Programs
The 7 Elements

Here at a glance are the seven required elements tech prep programs must contain to be eligible for Title III funding:

✔ **Articulation Agreement**

✔ **Appropriate Curriculum Design**

✔ **Curriculum Development**

✔ **In-Service Teacher Training**

✔ **Counselor Training**

✔ **Equal Access for Special Populations**

✔ **Preparatory Services**

3. **Curriculum Development:** The application must show that some money will be used to develop tech prep curricula. The proposed budget must have a line item for curriculum development.

4. **In-Service Teacher Training:** The plan must show that some money will be used for in-service teacher training. The training should instruct teachers in effectively using the tech prep curriculum. The training should be provided on a combined basis to teachers from all consortium participants during weekends, evenings or the summer. The budget must contain a line item for in-service training.

5. **Counselor Training:** Training for counselors also must be included in the plan. The training should teach counselors how to recruit students for tech prep, how to help students complete the program and how to help place students in jobs.

6. **Equal Access for Special Populations:** The consortium must provide equal access to all tech prep programs to members of special populations. To ensure equal access, consortia may be required to provide services needed by the special populations. "Special populations" are defined as individuals with handicaps or limited English proficiencies, educationally and economically disadvantaged people (including foster children), people who participate in programs designed to eliminate sex bias and individuals in correctional institutions. Providing "equal access" simply means giving special population students the same opportunity to enter the tech prep program as that offered other students. The consortium is not required to spend non-federal money to provide equal access. In the final regulations, the Secretary determined that the section 118 access requirements that govern the basic grant (Appendix A-29) do not apply to the Title III tech prep program. Therefore, the consortium does not have to spend any money, either federal or non-federal, to ensure that members of special populations succeed in tech prep programs, as is the case when using basic grant money for tech prep programs (See text of law at Appendix A-30).

7. **Preparatory Services:** The consortium must provide preparatory services to help all populations participate in tech prep. These services, which should be aimed at students who are not enrolled in vocational education programs, can include outreach to potential vocational education students, career and personal counseling and vocational assessment and testing, among other activities. Since preparatory services are provided to students not yet enrolled in tech prep, this exception permits the delivery of services before the 11th grade. (See Appendix E for more information on this issue, as reprinted from the *Federal Register.*)

May Tech Prep Funds Be Spent for Equipment and Technical Assistance?

A tech prep program that satisfies the seven elements listed above can buy equipment with federal money. Equipment purchased with Title III Part E money may be used by other students when not needed by tech prep students. First priority is given to students in other programs supported with Perkins funds.Title III Part E money is not subject to restrictions outlined in section 235(c) on the use of this equipment by non-vocational students (See text of law at Appendix A-10). This is a key difference between basic grant and Title III funds.

Consortia also may use Title III funds to pay for technical assistance as part of their planning activities. In addition, the Education Department has ruled that consortia may contract with third parties in general for goods and services. (Further guidelines on allowable costs are included in Appendix F.)

What Are the State Board's Responsibilities?

Under the state-administered tech prep program, the State Board for Vocational Education is accountable to the Secretary for the expenditure of all Title III Part E funds. If a consortium misspends funds, the Secretary will seek recovery from the board, not the consortium. Thus, the board must closely monitor the local spending of federal funds. To help with this monitoring, the board may impose additional requirements that are consistent with the federal law.

Are Funds Available to State Boards?

The Secretary makes annual allocations to state boards based on the formula in section 101(a)(2) of the Act, which is described in brief in the first paragraph of Chapter 2 of this Guide. The board may use some of this money to (1) administer the tech prep program and (2) provide technical assistance to promote tech prep efforts. How much money can the board use for these purposes? The regulations state only that the amount should be "necessary and reasonable." However, a prudent guideline is to use no more than 5 percent for administration and 5 percent for technical assistance. Higher expenditures likely would draw scrutiny and require justification.

Just as the state board must submit a plan to the Secretary for spending its basic grant, it also must submit a plan or application for spending Title III tech prep funds. The Title III plan, which may be incorporated into the state plan for the basic grant, must at a minimum include the following:

1. A statement of whether the state board plans to award funds by competition or formula.

2. A description of the formula if the board will award funds on a formula basis.

3. A list of any additional requirements the board will use in awarding grants.

4. A description of how the board will approve applications that include the seven elements of a tech prep program as outlined above.

5. A statement that the board will give special consideration to projects that:

    a) include employment placement activities or transfer of students to four-year baccalaureate degree programs;

    b) are developed in consultation with business, industry and labor unions;

    c) address the issues of dropout prevention and reentry and the needs of minority, disabled, and disadvantaged youths and those with limited English proficiencies.

6. An assurance that the board will equitably distribute funds between urban and rural consortia.

7. A list of steps the board will take to ensure that recipients meet all the program's requirements.

8. A description of how the board will coordinate this state-administered tech prep program with other tech prep activities that receive money under the basic grant or the state leadership setaside.

What Are the State and Local Reporting Requirements?

As detailed in Appendix B (beginning on B-7), the U.S. Department of Education has recently issued guidance about reporting requirements. The regulations require a mixture of one-time and annual reports as follows:

1. In Fall 1993, the department will mail surveys to all states and territories asking about the status of planning, implementation and administration of tech-prep programs at the state level. This survey will be repeated in Fall 1996.

2. The department will conduct during the 1993 school year an in-depth study of tech prep activities at the local level to assess the impact of tech prep on student performance. Between 10 and 12 local programs will be targeted for this study to be conducted by Mathematica Policy Research, Inc. of Princeton, New Jersey, and The Northwest Regional Educational Laboratory in Portland, Oregon.

3. All local tech prep subgrantees must fill out an annual mail survey showing how many students are enrolled and what types of services are provided, beginning in the 1993-94 school year and continuing for four years.

4. States are required to submit annual performance reports to the Office of Vocational and Adult Education by December 31. The first of these reports, which cover the previous program year from July 1 through June 30, was due December 31, 1992 for the previous year ending June 30, 1992. The OVAE will use these reports to inform Congress and others about the impact of tech prep programs. The reports should include the following information about tech prep:

   a) number of secondary and postsecondary students served;

   b) impact of services provided by the state;

   c) description of planning between secondary and postsecondary institutions by occupational instructional areas, including apprenticeships;

   d) benefits of programs and services in meeting the needs of special populations, including non-traditional students;

   e) impact of tech prep professional activities and services on guidance counselors, teachers and others;

   f) description of preparatory services provided to students;

   g) description of exemplary programs.

Chapter 3

THE NATIONAL PROGRAM UNDER TITLE III

As long as Congress keeps appropriating at least $50 million for tech prep under Title III, the program will continue to be state administered. The significance of the tech prep initiative, coupled with numerous success stories across the country, makes it likely that state administration will continue for the foreseeable future – or at least until the legislation is reauthorized. There's a slim chance, though, that the federal budget deficit will cause Congress to reduce the appropriation to less than $50 million. If that happens, the Secretary of Education will award funds directly under a discretionary program.

Most requirements of the state-administered tech prep program discussed in Chapter 2 are the same for the national tech prep program. These include the statutory and regulatory definitions, the seven elements of a tech prep program, the consortium requirements and the various priorities. This chapter will focus on the few differences between the state and national programs.

Under the national program, a consortium must submit a joint application to the Secretary. Each consortium member must enter into the agreement and sign the application, and all members are bound by statements made in the application. One member must serve as the grantee and fiscal agent.

The contents of the application are basically identical to those required under the state-administered program. A consortium also must indicate whether its members are urban or rural so the Secretary can comply with the equitable distribution requirement. In addition, a consortium must submit a copy of the transmittal letter that it sent to the state education agency and the state agency for higher education informing them of the grant application. The consortium also must give both state agencies copies of its application.

The Secretary awards grants under the national tech prep program on a competitive basis. The Secretary evaluates all applications based on selection criteria published in the *Federal Register*. In addition to the 100 points described in the excerpt on the following pages, the Secretary may award up to an additional five points for applications that—

1. Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs.
2. Are developed in consultation with business, industry and labor unions; and
3. Address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youth with disabilities and disadvantaged youths.

While these application guidelines apply only to the Secretary's grants, they offer insight into what local plans should contain.

How the Secretary of Education Evaluates

Excerpted from the Federal Register:

Section 405.21 What selection criteria does the Secretary use?

The Secretary uses the following criteria to evaluate an application:

(a) **Program factors (10 points).** The Secretary reviews the quality of the proposed project to assess the extent to which–

(1) The proposed project demonstrates the need for and the soundness of the rationale for developing a tech prep education program between or among the consortium participants;

(2) The proposed project will provide tech prep education that is designed to meet current and projected occupational needs.

(3) The proposed project demonstrates that course offerings will have a strong relationship between mathematics, science, and communication and technical preparation in engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health, or business in both the secondary and postsecondary or apprenticeship programs;

(4) The articulation agreement between the participants in the consortium is appropriate to the needs and resources of the consortium participants;

(5) The in-service training for teachers is designed to train teachers to implement tech prep education program curricula effectively;

(6) The training activities for counselors are designed to enable counselors to more effectively–

(i) Recruit students for tech prep education programs;

(ii) Ensure that students successfully complete tech prep education programs; and

(iii) Ensure that students are placed in appropriate employment; and

(7) Preparatory services are provided that assist all populations to participate in tech prep education programs.

(b) **Educational significance (10 points).** The Secretary reviews each application to determine the extent to which the applicant–

(1) Bases the proposed tech prep education program on successful model education programs that include components similar to the components required by this program, as evidenced by empirical data from these programs in such factors as–

(i) Student performance and achievement in such subjects as mathematics, science, communication, and technologies;

(ii) High school graduation;

(iii) Placement of students in jobs, including the military; and

(iv) Successful transfer of students to a variety of postsecondary educational programs;

(2) Proposes project objectives that contribute to the improvement of education;

(3) Proposes to use unique and innovative techniques to produce benefits that address educational problems and needs that are of national significance; and

(4) Will be developed, implemented, operated and demonstrated within the grant period.

(c) **Plan of operation (15 points).** The Secretary reviews each application to determine the quality of the plan of operation for the project, including–

(1) The quality of the design of the project, including whether the design will result in the project being developed, implemented, operated and demonstrated within the grant period;

(2) The extent to which the plan of management is effective and ensures proper and efficient administration of the project between or among consortium participants over the award period;

(3) How well the objectives of the project relate to the purpose of the program;

(4) The quality of the applicant's plan to use its resources and personnel to achieve each objective; and

(5) How the applicant will ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, gender, age or disabling condition.

(d) **Evaluation plan (15 points).** The Secretary reviews each application to determine the quality of the project's evaluation plan, including the extent to which the plan–

(1) Is clearly explained and is appropriate to the project;

(2) To the extent possible, is objective and will produce data that are quantifiable;

(3) Identifies expected outcomes of the participants and how those outcomes will be measured;

(4) Includes activities during the formative stages of the project to help guide and improve the project, as well as a summative evaluation that includes recommendations for replicating project activities and results;

Applications for National Grants

(5) Includes, at a minimum, a description of the participant data to be collected based on the project objectives; tracking and follow-up of progress by all project participants throughout the project period; and outcome measures to be used for each objective;

(6) Will provide a comparison between intended and observed results, and lead to the demonstration of a clear link between the observed results and the specific treatment of project participants; and

(7) Will yield results that can be summarized and submitted to the Secretary for review by the Department's Program Effectiveness Panel.

(e) Demonstration and dissemination (10 points). The Secretary reviews each application for information to determine the effectiveness and efficiency of the plan for demonstrating and disseminating information about project activities and results throughout the project period, including–

(1) High quality in the design of the demonstration and dissemination plan and procedures for evaluating the effectiveness of the dissemination plan;

(2) Identification of target groups and provisions for publicizing the project at the local, state and national levels by conducting or delivering presentations at conferences, workshops and other professional meetings and by preparing materials for journal articles, newsletters and brochures;

(3) Provisions for demonstrating the methods and techniques used by the project to others interested in replicating these methods and techniques, such as by inviting them to observe project activities;

(4) A description of the types of materials the applicant plans to make available to help others replicate project activities and the methods for making the materials available; and

(5) Provisions for assisting others to adopt and successfully implement the project or methods and techniques used by the project.

(f) Key personnel (10 points).

(1) The Secretary reviews each application to determine the quality of key personnel the applicant plans to use on the project, including–

(i) The qualifications, in relation to the project requirements, of the project director;

(ii) The qualifications, in relation to the project requirements, of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (f)(1)(i) and (ii) of this section will commit to the project; and

(iv) How the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or disabling condition.

(2) To determine personnel qualifications under paragraphs (f)(1)(i) and (ii) of this section, the Secretary considers–

(i) The experience and training of key personnel in project management and in fields related to the objectives of the project; and

(ii) Any other qualifications of key personnel that pertain to the quality of the project.

(g) Budget and cost effectiveness (10 points). The Secretary reviews each application to determine the extent to which–

(1) The budget is cost effective and adequate to support the project activities;

(2) The budget contains costs that are reasonable and necessary in relation to the objectives of the project; and

(3) The budget proposes using non-federal resources from appropriate employment, training, and education agencies in the state to provide project services and activities and to acquire tech prep education program equipment and facilities.

(h) Adequacy of resources and commitment (5 points).

(1) The Secretary reviews each application to determine the extent to which the applicant plans to devote adequate resources to the project. The Secretary considers the extent to which–

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

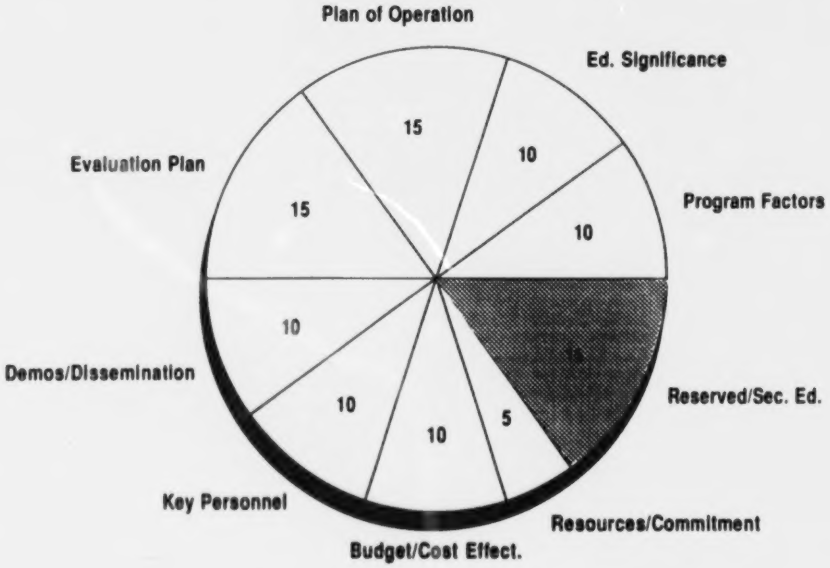
(2) The Secretary reviews each application to determine the commitment to the project, including whether the–

(i) Uses of non-federal resources are adequate to provide project services and activities, especially resources of community organizations and state and local educational agencies; and

(ii) Applicant has the capacity to continue, expand and build upon the project when federal assistance under this part ends.

Point System for National Program Applications

In evaluating applications for national grants, the Secretary of Education may award up to 100 points, including a reserved 15 points to be distributed as the Secretary decides among eight criteria.



After rating the applications, the Secretary determines whether those receiving the highest scores are equitably distributed between urban and rural consortia. The Secretary may award funds to applications with lower ratings if doing so would improve the balance between urban and rural projects.

Evaluation Requirement

A consortium that receives funds must budget for and carry out an independent evaluation of its activities. The evaluation should examine student achievement, completion rates and placement rates, in addition to whether program materials were disseminated elsewhere for replication purposes. A consortium needs to submit a proposed project evaluation design to the Secretary before the end of the project's first year. It then must include reports documenting evaluation activities as appendices to its annual and final performance reports. The consortium also must summarize evaluation activities and results and send a report to the Secretary during the last year of the funding period.

Although consortia may use national program funds to buy equipment, the Secretary has announced that in the future federal funds for such purchases may be limited. If the Secretary approves limits, an announcement will appear in the *Federal Register.*

Chapter 4

THE BASIC GRANT PROGRAM

The use of basic grant funds for tech prep programs is established in Section 235(c)(2) of the Perkins Act. Tech prep programs that receive basic grant funds have far greater flexibility than those that rely on Title III Part E money.

There is no linkage in either the statute or regulations between tech prep activities funded by basic grant money and those funded by Title III Part E money. This flexibility means that tech prep programs assisted with basic grant funds:

- do not have to include the seven elements required under Title III;
- may follow models other than 2+2;
- can start in the ninth or 10th grades;
- do not have to incorporate instruction to provide students proficiency in math, science, communications and technologies;
- do not have to fund curriculum development, teacher training, and counselor training;
- do not have to provide preparatory services;
- do not have to meet the strict definition of "consortium" in Title III;
- are not affected by the funding criteria and statutory priorities in Title III.

However, recipients should not construe this flexibility to mean they're free to use basic grant funds to support tech prep however they like. Recipients remain bound by all the procedural requirements in section 235 (a), (b) and (c) of the Perkins Act and must conduct the program in accord with the state plan. (See chart on next page and full text of Section 235 at Appendix A-10.)

Section 235(a) Requirements

Under section 235(a), recipients must satisfy three requirements. These include:

1. **Any basic grant funds used for tech prep must improve the program.** Recipients can use basic grant money to fund a new, expanded or updated tech prep activity. They cannot use federal funds simply to maintain an existing program.
2. **The program must provide for "full participation" by members of special populations.** Recipients must provide services needed to help members of special populations succeed in the tech prep program. These required additional services can take many forms:

(a) if the student has a limited English proficiency, the recipient may have to provide special English instruction;

(b) if the student is physically disabled, the recipient must spend any money needed to ensure the tech prep program is accessible to that student;

(c) if the student is academically disadvantaged, the recipient may have to provide tutors.

Once a recipient decides to use basic grant funds for a tech prep activity, it must identify those students who will need special services. It's illegal for recipients to perpetuate or create barriers, either real or perceived, to discourage members of special populations from participating in tech prep programs. The Perkins Act does not require recipients to use any non-federal funds to comply with the special population requirement. However, other laws, such as the Americans with Disabilities Act and the Individuals with Disabilities Education Act, may.

3. **The recipient must use federal funding for fewer programs or sites than received federal funding for tech prep in FY 1991**. This restriction should affect few programs.

Section 235(b) Requirements

Section 235(b) has just a single requirement: **The recipient must give priority to sites or programs that serve the highest concentrations of individuals who are members of special populations.** The clearest example is a program that has attracted a high concentration of special population students. Alternatively, recipients may use basic grant funds for tech prep if they offer the program at a site with a high concentration of special population students. In the latter case, recipients can use basic grant funds for tech prep if the goal is to improve participation rates among special populations. However, in this case recipients should show improved participation by special populations after three years.

Section 235(c) Requirements

Section 235(c) has three requirements. Tech prep programs must:

1. **Be of a sufficient size, scope and quality to be effective.** The length and successful track records of tech prep programs mean they'll invariably satisfy this requirement.

2. **Integrate academic and vocational education through a coherent sequence of courses so students learn both academic and occupational skills.** Since the tech prep concept is premised on merging academic and vocational courses in a continuous sequence, there should be no problem meeting this requirement.

3. **Provide equitable participation for special population students consistent with the assurances of section 118(c).** "Equitable participation" is defined as providing the same opportunity for special population students to enter vocational education as

Use of Basic Grant Funds

Section 235 Requirements at a Glance

Section 235(a):

1. Any basic grant funds used for tech prep must improve the program.
2. The program must provide for "full participation" by members of special populations.
3. The recipient must use federal funding for fewer programs or sites than received federal funding for tech prep in FY 1991.

Section 235(b):

1. The program must give priority to programs or sites serving the highest concentrations of special populations.

Section 235(c):

1. The program must be of a sufficient size, scope and quality to be effective.
2. The program must integrate academic and vocational education through a coherent sequence of courses so that students learn both academic and occupational skills.
3. The program must provide equitable participation for special population students consistent with the assurances of Section 118(c).

that provided for general students. To achieve this goal, a recipient must provide assurances in the application that it will:

a) help special population students enter the tech prep program;

b) assist in preparing the transitional service requirements of section 626 of the Individuals with Disabilities Education Act for handicapped students;

c) help special population students successfully complete the program in the most integrated setting possible;

d) provide supplementary services to special population students. For handicapped students, this can require modifying the curriculum, equipment and classroom and providing support personnel and special instructional aids and devices;

e) provide guidance counseling and career development activities conducted by counselors and teachers who are trained to help special population students;

f) provide special population students with counseling and instructional services to ease the transition from school to employment.

Once recipients have met these seven requirements of section 235, they have total discretion in using basic grant funds for tech prep. They may use the money for a single facet of the program or for the whole program. They may use the money to buy equipment, but during school hours only vocational students can use the equipment. Other students may use the equipment after regular school hours or on weekends. Because of this restriction, it may be prudent to segregate equipment bought with basic grant funds from that purchased with either Title III or non-federal money.

Chapter 5

THE STATE LEADERSHIP PROGRAM

States may use up to 8.5 percent of their basic state grant funds each year for "State Programs and State Leadership" as described in Title II Part A of the Perkins Act (See text of law at Appendix A-14). States must spend some of this section 201 money on three activities: professional development, curricula development and dissemination, and program assessment. They're then free to spend any remaining money on five other authorized activities. One of these is support of tech prep education as defined in Title III. (See page 14 for the seven required elements of a tech prep program).

If a state uses any state leadership funds for tech prep, it must meet all the requirements for state-administered tech prep programs discussed in Chapter 2. The federal funds available under section 201 for tech prep can supplement other funds the state receives for tech prep under Title III Part E. A state can use a reasonable amount of this supplementary money for state-initiated activities related to tech prep such as technical assistance.

There are several rules for distributing section 201 funds to consortia:

1. states must allocate the funds either by competition or formula, in accordance with the state plan;
2. states must distribute the funds equitably between rural and urban programs;
3. the prescriptive definition of consortium applies, as do all the statutory and regulatory definitions in Title III Part E;
4. any program receiving section 201 money must contain the seven elements of a tech prep program.

Because funds received under this program are subject to state plan requirements, the tech prep programs receiving these funds must follow section 118 provisions regarding services to special populations. However, these funds are not subject to section 235 requirements on the use of funds, which apply only to programs funded under Part C of Title II. (State leadership activities are funded under Part A of Title II.)

Chapter 6

DEMONSTRATION PROGRAMS UNDER TITLE IV

Under Title IV, Part B, of the Perkins Act, the Secretary of Education is authorized to award grants for demonstration projects in a number of areas identified by Congress as being of critical importance. Tech prep programs are specifically cited in several instances as eligible for demonstration grants.

Blue Ribbon Vocational Education Programs

In Section 415 of the Act the law states that the Secretary may "designate each fiscal year a category or several categories of vocational education, which may include tech prep education, in which Blue Ribbon Vocational Education Program awards will be named. Such categories shall emphasize the expansion or strengthening of the participation of individuals who are members of special populations..."

To date, the Assistant Secretary of Education for Vocational and Adult Education has not chosen to fund this program.

Demonstration Projects for the Integration of Vocational and Academic Learning

In Section 420 of the law it is noted that the Secretary may award grants to institutions or educational agencies to develop, implement and operate programs using different models of curricula that integrate vocational and academic learning. In FY 1992, the Department of Education chose to award these grants to tech prep programs.

The purposes of these projects are to:

1) Disseminate information to improve the training of teachers, other instructional personnel, counselors and administrators who are needed to carry out tech prep education programs.

2) Provide resources, materials, technical assistance, in-service training and other forms of professional development to help others replicate successful tech prep education programs.

3) Conduct an independent evaluation of grant activities based, in part, on student achievement, completion and placement rates in the demonstration tech prep education programs.

Demonstration Models in 1993

Nine of these grants were awarded to tech prep programs for a two-year period beginning January 1, 1993 and concluding December 31, 1994. The demonstration projects under way and their grant amounts are as follows:

California. East San Gabriel Valley Regional Occupational Program, West Covina ($539,995).

Maryland. Charles County Community College, La Plata ($510,159).

North Carolina. Richmond County Schools, Hamlet ($499,841).

Oklahoma. Francis Tuttle Vo-Tech Center, Oklahoma City ($359,502).

Oregon. Mt. Hood Community College, Gresham ($307,920).

Rhode Island. Community College of Rhode Island, Warwick ($312,657).

South Carolina. Tri-County Technical College, Pendleton ($564,812).

Texas. Center for Occupational Research and Development, Waco ($1,161,144).

Washington. Seattle Public Schools ($424,287).

These nine projects, which will operate for 18 to 24 months, are well-established tech prep education programs that integrate vocational and academic learning. As demonstration project models, they will evaluate why their programs work and share successful practices with other educators.

All the funded projects involve partnerships between school districts and postsecondary institutions, usually community or technical colleges, that work together to design curricula and courses that integrate vocational and academic education. The projects prepare students for careers in health, science, electrical and engineering technology, business, agriculture and trade.

The grants will be used to evaluate the programs formally—including documenting evidence of student achievement, completion and job placement rates—so that they can make application to the Education Department's National Diffusion Network, a federally funded effort to help market successful programs. (All education programs, not just the grant models, may seek the assistance of the National Diffusion Network. The application process is explained in a free publication, "Making the Case: Evidence of Program Effectiveness in Schools and Classrooms," available from the Office of Educational Research and Improvement; 202-219-2134.)

Grant funds also may be used to train teachers and administrators in adapting curricula and teaching methods to carry out tech prep education programs.

For example, Seattle Public Schools will join with the Seattle Community College District to evaluate its tech prep associate degree program, which involves ten public high schools, three alternative high schools and three community colleges. This program covers careers in 12 fields, including apparel design, automotive technology, diesel technology, broadcast communication, culinary arts and childhood education. The program enables students to simultaneously fulfill high school requirements in science, math and language, as well as earn community college credits toward a two-year degree or certificate. In addition to evaluating the curriculum, the grant will be used to develop materials and information to help other communities adopt Seattle's model program.

The Community College of Rhode Island will use its grant to examine its tech prep program that prepares students from 30 high schools for careers in technology, office administration, business and allied health areas. The program aims to keep at-risk students in school and at the same time respond to the increasing demand for skilled technicians in the workforce. It includes mentoring and summer enrichment programs. The grant will be used to create program guides for students, parents, educators and others interested in participating in and carrying out a tech prep program. It also will compare the success of students in tech prep with students in traditional vocational and general education and develop a standardized way of evaluating tech prep programs.

For specific information about project activities and how to access technical assistance, resources and materials from individual projects, contact the appropriate project director(s). Abstracts with details of the projects and names of director(s) are found in Appendix G.

Demonstration Projects in the Future

It is well to remember that the Title IV demonstration grants program is a discretionary program and is not focused exclusively on tech prep programs. The competition for the present grants was conducted in the spring and summer of 1992. According to the Department of Education, at this time there are no plans to conduct a similar competition for model tech prep education projects in 1993.

For general information about this program, including how grants were selected and other federal resources and initiatives related to tech prep, contact:

Richard F. DiCola
OVAE/DNP/PIB
U.S. Department of Education
Switzer Building, Room 4512
400 Maryland Ave., S.W.
Washington, DC 20202-7242
(202) 205-9962

Chapter 7

THE HIGHER EDUCATION ACT PROGRAM

On July 23, 1992, President Bush signed Public Law 102-325, the Higher Education Amendments of 1992. This mammoth bill's Title I, called "Partnerships for Educational Excellence," has two sections that may provide funds for tech prep activities. Title V, entitled "Educator Recruitment, Retention and Development," also provides several opportunities for staff training in the area of tech prep.

School, College and University Partnerships

Part A of Title I, called "School, College, and University Partnerships," (reprinted at Appendix A-16) encourages partnerships between higher education institutions and high schools serving low-income and disadvantaged students. Congress authorized $20 million for Part A in Fiscal Year 1993.

The Secretary will award the funds directly. At least some of the money will go to projects that improve the opportunity for high school students to continue their education in postsecondary institutions. Thus, several aspects of tech prep will qualify for funding:

1. activities that help high school students in tech prep sequences continue their education in college;
2. applied academic courses in the tech prep curriculum;
3. the hiring of college students to serve as tutors for high school tech prep students to improve their basic academic skills.

Applicants interested in this funding source should monitor the *Federal Register*, where the Secretary will announce procedures for submitting applications. The grants will range between $250,000 and $1 million each. Federal funds cannot provide more than 70 percent of the project's cost in the first year, 60 percent in the second year, and 50 percent in any later year. However, the Secretary may waive this matching requirement.

Articulation Agreements

Part B of Title I, called "Articulation Agreements," (reprinted at Appendix A-17) seeks to improve educational opportunities for postsecondary students by creating articulation agreements between two-year and four-year higher education institutions. Congress sought to bridge the gap between these institutions, especially for low-income, minority and other non-traditional students.

Congress has found that more than half of all first-time, first-year students attending postsecondary institutions attend community colleges, and that nearly half of all minority students attend these two-year institutions. As a result, a significant need has developed to assist low-income minority and other nontraditional students in bridging the gap between two-year and four-year institutions.

Congress authorized $25 million for Part B for fiscal year 1993. The Department of Education will allocate this money to states, whose higher education agencies will in turn make awards to two- and four-year institutions. States can award the money either competitively or based on a formula. Institutions seeking funds must submit applications to the state describing how they will develop and operate an articulation partnership.

Institutions can use the money to develop articulation agreement programs and services, provide in-service training for faculty and offer counseling, workshops and outreach to students. Most significantly, they also can use the money to develop agreements with local educational agencies regarding vocational courses that will satisfy entrance requirements into the institution.

In awarding funds, states must give priority to applications from programs that have a member who is participating in a tech prep articulation agreement under section 344(b)(1) of the Perkins Act. This priority requirement complements section 345(d) of the Perkins Act, which requires states to give priority to programs that provide for transferring students to four-year baccalaureate degree programs. The result is that any two-year postsecondary institution that has developed or is in the process of developing a partnership with a four-year baccalaureate program could receive a double priority as follows:

1. Since it has a tech prep articulation agreement, it qualifies for priority under Title I Part B of the Higher Education Act.
2. Since it provides for transfer of students to four-year programs, it qualifies for priority under the state-administered tech prep program.

Tech Prep Staff Training

The 1992 Amendments to the Higher Education Act established a new Title V, "Educator Recruitment, Retention and Development." Part A of Title V, "State and Local Programs for Teacher Excellence," authorized $350 million in Fiscal Year 1993 (and such sums as may be necessary for the succeeding four years) to provide assistance to state educational agencies, local educational agencies and institutions of higher education to improve the skills of teachers and to establish state academies for teachers and school leaders. This part provides a potential source of support for tech prep staff training (See text of law at A-18).

Each state educational agency receiving funds under Part A of Title V must undertake a comprehensive study of teacher education programs within the state. The study must take into account whether teacher education programs integrate academic and vocational education instruction.

Funds are also available to establish State Academies for Teachers and School Leaders. An "academy" is defined as a course of instruction and related activities to increase a teacher's knowledge of a specific subject area. An academy may use grant funds to develop techniques for integration of academic and vocational subject matter, including the application of such techniques in tech prep education programs.

Part A also authorizes the state educational agency to establish Tech Prep Academies to:

1. Assist educators in secondary schools and community colleges to understand organizational structures and organizational change strategies.
2. Assist educators to learn effective peer leadership strategies.
3. Assist secondary school teachers and community college faculty to identify the knowledge and skills required in highly technical industries and workplaces.
4. Assist secondary school teachers and community college faculty in applying creative strategies to the development of interdisciplinary curricula.
5. Assist educators in integrating academic and vocational education.

Chapter 8

AUDIT ISSUES

Virtually no track record exists to indicate which parts of tech prep may be most vulnerable to audit questions. Neither the Education Department's Inspector General nor other entities conducting the required audits has yet developed any audit procedures. In addition, the Office of Management and Budget has not issued any audit instructions for federally funded tech prep in the *OMB Compliance Supplement*. The result is that both federal and non-federal auditors lack clear guidance as they audit spending for tech prep programs. The only audit guidelines available are the final Perkins Act regulations published in the *Federal Register* on Aug. 14, 1992.

At minimum, tech prep audits will focus on whether the recipient spent the federal funds for (a) authorized activities and (b) eligible populations. Of course, whether the activity was authorized depends on which federal program supplied the money. For example, if Title III Part E funds are audited, the fiscal agent will have to furnish detailed records showing that:

1. a proper consortium was in place;
2. the seven elements of a tech prep program were present;
3. the application covered all spending during the period;
4. each consortium member complied with all statements and assurances in the application;
5. only vocational students in grades 11, 12, 13 and 14 participated except in cases where preparatory services were provided.

The audit of basic grant funds used for tech prep will be different. Some of the key questions will include:

1. Did the recipient follow all the procedural steps of sections 235(a), (b) and (c) and section 118(c)? (See Appendix A.)
2. Were the tech prep activities provided to vocational students?
3. If the recipient used basic grant money to buy equipment, did only vocational students use it during regular school hours?

The audit burden will be greater when recipients use funds from the basic grant and Title III to support the same tech prep activity. The Education Department General Administrative Regulations (EDGAR) and federal agency practice require that recipients maintain separate records and audit trails. Here are some examples:

- An administrator who splits his time between basic grant and Title III activities must maintain records showing the amount of time allocable to each funding source.

- A counselor who spends all her time on one tech prep activity but is funded 50 percent by the basic grant and 50 percent by Title III can split her time equally between the two funding sources provided the counseling activity is properly allocable to both.
- A tech prep teacher who spends part of his day working with 10th-grade students cannot charge that percentage of his time to the Title III program unless the activity involves preparatory services.

The law does not require that recipients carry out every aspect of the tech prep program every year. Thus, there's no audit risk if they fund only three of the seven elements in one 12-month period, as long as they properly describe all seven elements in the approved application. In addition, there's no requirement that recipients use federal funds to support all seven activities. Clearly, they can use non-federal funds to support any portion of the tech prep program.

Further guidance on audit issues is provided in the *AVA Audit Handbook: Avoiding Audit Liability Under the 1990 Perkins Act*. The book describes the cost principles in OMB Circular A-87 and the general grant administrative requirements in EDGAR (Parts 75, 76, and 80). An overview of these requirements is included in this Guide at Appendix F-3. Chapter 9, which details the steps of the audit process and suggests how to prepare for the audit, is excerpted from the *AVA Audit Handbook*.

CHAPTER 9

THE AUDIT PROCESS

Any recipient of more than $25,000 in federal grants, including Perkins funds, must undergo an annual audit. This chapter describes the audit process and suggests ways to prepare for this annual event.

Audit Requirements

The Office of Management and Budget (OMB) publishes OMB Circular A-128, which explains the single audit requirements for state and local governments that receive federal aid. This publication also describes federal responsibilities to oversee implementation of audit requirements.

The legal authority for A-128 is the Single Audit Act of 1984. In general, the Single Audit Act requires that state and local governments receiving $100,000 or more of federal funds in a year must be audited for that year in accord with the requirements of A-128. State and local governments receiving between $25,000 and $100,000 in a year must be audited either in accord with A-128 **or** in accord with the laws and regulations governing the program. Finally, state and local governments receiving less than $25,000 are exempt from A-128 but must comply with state or local requirements. Each kind of audit must be arranged by the state or local government itself in accord with standards set forth in A-128 as described below.

In determining that $100,000 has been received, A-128 defines federal financial assistance very broadly. It includes grants, contracts, cooperative agreements, loans, loan guarantees, property, interest subsidies, insurance and direct appropriations, but not direct cash assistance to individuals. Federal aid is counted whether received directly from the federal government or through intermediary units of state or local government.

The audit must be performed by an independent auditor in accordance with generally accepted government auditing standards set forth in the Standards for Government Organizations, Programs, Activities and Functions. An auditor can be a state or local government auditor or a public accountant. Either type must meet the independence standards set forth by the generally accepted government auditing standards.

The audit may either cover a state or local government's entire operations or be performed on an agency-by-agency basis for those agencies receiving the requisite level of federal funds. However, if a state or local government receives more than $25,000 of general revenue-sharing funds in a year, it must have an audit of its entire operations. Public colleges and universities may be excluded from the audit. They must be audited under OMB Circular A-110, which is similar in scope to A-128.

(The material in this chapter is excerpted from the *AVA Audit Handbook*.)

Failure to conduct an audit in accord with A-128 can result in disallowance of the audit cost, withholding of some future assistance payments until the audit is completed, withholding of overhead costs or, ultimately, suspension of the federal assistance agreement. These audit requirements must be taken seriously.

Audit Scope

A-128 specifies three areas that must be reviewed by the auditor—financial statements, internal controls and compliance with laws and regulations—and contains detailed instructions pertaining to each.

Financial Statements

The auditor must determine whether financial statements fairly present the financial position and results of your financial operations in accord with generally accepted accounting principles.

Internal Controls

Internal controls are the methods you adopt to ensure that resource use is consistent with laws, regulations and policies; resources are safeguarded against waste, fraud and misuse; and reliable data are obtained and disclosed. The auditor must test the internal controls to ensure these goals are met. As part of this process, the auditor must test whether internal control systems are working and also must examine your system for monitoring subrecipients of federal funds.

Compliance Review

The law also requires the auditor to determine whether you have complied with all laws and regulations that may have a material effect on each major federal program. A major federal program is, in general, one in which federal expenditures constitute more than 3 percent of total expenditures for all programs. If Perkins funds constitute at least 3 percent of your agency's total expenditures, the auditor must conduct a compliance review.

The compliance review also must include a test of a representative sample of transactions. For this test, the auditor must determine whether expenditures were for allowable services and whether service recipients were eligible beneficiaries. The auditor also must review for compliance with matching, levels of effort and nonsupplanting requirements.

In conducting the compliance review, the auditor should use any compliance supplements available or, if not available, the statutes, regulations and agreements covering individual programs. An audit must be conducted annually unless the state or local government had a constitutional or statutory provision enacted before January 1, 1987, calling for less frequent audits.

Subrecipient Compliance

State and local governments that provide $25,000 or more of federal grants to subrecipients have specific responsibilities to monitor their compliance. Thus, the state vocational agency must monitor local compliance with A-128. The three most important monitoring responsibilities are:

(1) determining whether the subrecipient has complied with its audit responsibilities;
(2) determining subrecipient compliance with applicable laws and regulations through review of its audits or by conducting a program review;
(3) ensuring corrective action in instances of noncompliance.

Cognizant Agency Role

Federal agencies also have responsibilities related to A-128 audits. Each state vocational agency is assigned a cognizant federal agency (generally the U.S. Department of Education, Department of Agriculture or Department of Defense) that is responsible for assuring that audits are conducted in compliance with A-128 and for providing technical assistance in doing so. The cognizant agency also will ensure that substandard audits are corrected and in compliance with A-128. Finally, the cognizant agency ensures that audit findings are appropriately resolved within six months.

Audit Costs

A-128 permits the audit costs to be charged pro-rata to federal programs. Generally, the percentage of costs charged to the Perkins project should not exceed the percentage of all vocational funds expended that Perkins funds represent. However, that proportion may be exceeded by appropriate documentation indicating a higher cost to audit the Perkins project. Indeed, reviewing compliance with the Perkins regulations will invariably consume more time than auditing a vocational program's non-federal aspects.

Auditor Selection

A-128 contains detailed instructions for selecting the auditor. The procurement must follow standards published in 34 CFR Part 80. Several additional procedures also are mandated to assure the participation of small and/or minority-owned audit firms.

Federally Conducted Audits

State and local audits conducted pursuant to A-128 are meant to be in lieu of other audits under individual program requirements. However, the U.S. Department of Education occasionally may find additional audits necessary to carry out its responsibilities under federally funded programs. Such audits are conducted by representatives of the U.S. Department of Education's Inspector General's Office (IGO). In federally conducted audits, an IGO official—normally the Regional Inspector General for your region—will send a letter informing you of intent to conduct an audit, identifying the program and fiscal years to be reviewed and, usually, proposing a date. You have no choice in providing these auditors access to your records. However, you can and should insist the dates be convenient. If the proposed dates are not, suggest alternatives until a mutually agreeable time is found.

Once a federally conducted audit is completed, resolution occurs the same way as for A-128 audits.

Audit Report

At the close of the audit, the auditor must prepare a written report covering the three areas that comprise the audit—financial statements, internal controls and compliance. The report, submitted to the auditee and the U.S. Department of Education, must cover all required audit areas (as described in previous sections of this chapter). In addition, any illegal acts or fraud, waste or abuse must be reported separately and directly to the cognizant agency.

If the audit report questions any expenditures, the USDE initiates a process for resolving the problems. This audit resolution process is described later in this chapter.

Initiating the Audit

There are two main variations as to how the audit process begins, depending on the type of audit scheduled—an A-128 audit or a federally conducted audit. As previously discussed, a federally conducted audit is initiated by the Inspector General's Office.

An A-128 audit begins at your initiation. You must locate an auditor who satisfies the criteria set forth in A-128 and independently arrange for the audit. Because this occurs at your initiation, scheduling will be almost completely in your control.

Preparing for the Audit

Audit preparation is by far the most critical activity you will undertake. Unfortunately, it is also the most frequently neglected area.

Auditors are often unfamiliar with audit programs such as Perkins. Further, they are not necessarily familiar with your organizational structure. Either or both of these factors can result in misunderstanding and adverse audit findings that do not accurately reflect conditions at your agency. These adverse findings can result in huge liabilities that represent not misspent or improperly allocated funds, but miscommunication. There are many steps you can take to avoid this type of liability, and virtually all require proper preparation. It is critical to bear in mind that once audit findings are made, they are extremely difficult to eliminate, even if erroneous.

Step One: The Audit Committee

The first step is an organizational one—forming an audit committee to deal with the auditor. This is a critical step, because the auditor will be making both fiscal and programmatic inquiries. To ensure representation from both fiscal and programmatic areas, recruit at least one committee member from each area. This is your smallest possible committee; other representatives may be added as appropriate.

Once the committee is formed, one member should be assigned responsibility for working with the auditor. All contacts should go through that individual—called the audit representative. This will reduce casual contact between the auditor and staff. That is not to say the auditor should or even can be precluded from staff contacts. However, those contacts should be in a controlled environment and not, in any sense, casual.

Step Two: Document Review

The next step is to review all correspondence, especially document requests, received from the auditor prior to the visit. Frequently you will not receive any such requests for an A-128 audit. For a federally conducted audit, however, a document request normally will be made.

If an advance request for documents is made, take advantage of it. This is an invaluable tool that allows you to prepare specific records the auditor will be reviewing. Have those records assembled for the auditor, and review them carefully to ensure they are in proper form and no records are missing.

If records are missing, reviewing documents in advance gives you the opportunity to look for them and, if you cannot locate them, to reconstruct the missing information. While a reconstructed record must be designated a reconstruction, it is nonetheless far better than a total absence of information. Significantly, auditors frequently will be willing to rely on a reconstructed record provided it has some indication of reliability. If an audit determination advances to the U.S. Department of Education, USDE is far less willing to accept a records reconstruction than the auditors. However, if the auditor accepts your reconstruction, an adverse audit determination may be avoided and, therefore, USDE likely will not be involved.

Step Three: Program Staff Preparation

The next step is to speak with each person who has any responsibility within the program area to be audited. Carefully review the person's responsibilities as reflected in the detailed position description and any other personal documentation reflecting position responsibilities. All employees should be aware of their assigned duties and responsibilities.

In addition, such employees should be made aware of the funding source for their salaries. Alternatively, if it is not appropriate for individuals to know their salary source, they should be instructed not to speculate on such to the auditor. If an uninformed employee answers the auditor erroneously as to funding source, an adverse audit determination may result and, even if blatantly mistaken, be very difficult to overturn.

Be sure each person assigned to work on a specific Perkins project is working on that project. Determine the extent to which people working on specific Perkins activities are performing other, possibly unrelated and ineligible tasks. Some *de minimis* ineligible work—under 5 percent of an employee's effort—is permitted. If this work reaches a level where it is no longer insignificant, however, an adverse audit finding can result because the federal grant is paying 100 percent of the salary.

Step Four: Records Review

Next, review agency records generally. This review is far broader than the review based on the document request and should encompass all records for all program areas to be audited, both fiscal records and program compliance records. Make sure these records are in order, and follow the procedures described earlier for reconstructing missing records.

Try to anticipate problem areas. Areas involving a questionable interpretation of the law provide two possibilities. Your best choice is to follow the procedure set forth by the U.S. Department of Education for obtaining a binding interpretation. These procedures are published at 34 CFR 81.23. If you choose this procedure, you must follow the published procedures exactly. An alternative is to obtain a letter from a local or general counsel. While these opinions are not binding on auditors, they may be persuasive and may induce an auditor to pass on a marginal finding that would otherwise become an audit finding.

Step Five: General Staff Preparation

The next step is general staff preparation. The staff must be informed that the audit process is a formal legal inquiry into the entity's official books and records. Accordingly, all discussions with the auditor should be formal and on the record. (Note, however, that the law provides for individuals who desire anonymity to contact the auditor directly and speak confidentially.) There is no such thing as a casual or off-the-record discussion during the audit process. All meetings and conversations with the auditor should be conducted in a formal context. Staff members should not speak to the auditor except through formally prearranged appointments. These appointments will be made through the audit representative. Also make certain staff members understand the audit representative's role in document handling, as described in the next section.

Participating in the Audit

The next phase begins with the auditor's arrival on site.

Set Ground Rules

Schedule an initial interview, even if the auditor does not request one. This is an important opportunity to set ground rules. Although you set these rules, they should generally be well received since they will facilitate the audit and help the auditor do his or her job.

The function of ground rules is to assist the auditor in conducting the audit while assuring the auditor focuses on the relevant critical information. This is not to suggest any auditor requests can be refused. Federal program participants are required to provide unimpeded access to virtually any books or records auditors wish to see. Rather, the purpose of ground rules is to ensure available and relevant books and records are properly placed before the auditor and reviewed.

Auditor Space Accommodations

The auditor should work in a separate room. This reduces distractions, minimizes casual contact and creates an aura of formality appropriate for this type of inquiry.

The initial meeting should take place in the room set aside for the auditor. The audit representative should lead the meeting and explain it is the agency's desire to participate fully and provide prompt response to any auditor request. When the auditor wishes to interview individuals, a list of such individuals should be provided to the audit representative as far in advance as possible.

Auditor Document Requests

Additionally, tell the auditor all document requests, including documents to be photocopied, should be made through the audit representative. The representative should make and retain an additional copy of each document copied. While this may seem redundant, it is nonetheless helpful to have a record of each document copied and turned over to the auditor. This provides an indication of the auditor's background work and also ensures that, in later audit appeals, documents available at the audit remain available.

Progress Meetings

Ask if the auditor is willing to have periodic, even daily, meetings with the audit representative to discuss audit progress. These meetings can be extremely helpful and important. It is at this time you can learn about areas of concern. Many times these areas can be rectified during the course of the audit, without waiting for an adverse audit finding. For example, the auditor may fail to find adequate documentation for expenditures because the documentation is not contained within the records system being examined. If you discover this early enough, you can show the appropriate records and avert a finding.

Perkins Review

It is also important to discuss the Perkins projects the auditor will review. Determine whether the auditor has adequate familiarity with Perkins and, specifically, such complex and unusual fiscal requirements as supplanting or the new comparability requirement. In these areas, a little knowledge can be truly dangerous. Auditors who use routine, oversimplified tests for supplanting almost always find it. It is critical that you determine the auditor's level of knowledge in these areas and be prepared if that level is insufficient to argue appropriate positions. Failure to do this can cost significantly in adverse audit findings.

Staff Debriefings

All persons interviewed by the auditor should be debriefed during the course of the audit. Debriefing should be conducted by an audit committee member and, if possible, an individual familiar with the specific Perkins activity. Take copious notes. In addition, ask interviewees to create their own written recollections of what occurred at the interviews.

Open Communication

Open communication during the course of the audit can be extremely helpful. Try to anticipate the auditor's areas of interest, and ask about them. If you encounter a problem you are not sure how to remedy, ask the auditor. Auditors, especially private A-128 auditors, can be very helpful in suggesting alternative routes to resolving simple problems.

Exit Interview

At the end of the audit, request an exit interview with the auditor. At this time you should be able to learn virtually all areas of potential findings. An exit interview provides an additional opportunity to persuade the auditor that certain findings are erroneous. Even if you cannot do that, it will give you an opportunity to begin preparing for your audit appeal. While the initial processes are lengthy prior to formal appeals, the appeal process moves quite quickly. Accordingly, any lead time can be very helpful in allowing you time to prepare for subsequent legal challenges.

The Audit Resolution Process

The audit resolution process begins as soon as the auditor has finished at the audit site.

Audit Report Draft

The first step to audit resolution is an audit report draft. Federal auditors will always provide a draft. A-128 auditors should be requested to provide one. The audit report draft represents the auditor's view of the situation. If you do not respond to it, the draft will become the final report.

Review the document carefully, then schedule a meeting with the auditor. This provides a further opportunity to correct errors or fill in gaps. Address any problems and back up any contentions with detailed documentation. If there is a significant area of disagreement that could be addressed by further audit work, invite the auditor back.

Draft Report Response

You next have an opportunity to submit a formal written response to the draft report. This response is reviewed by the auditor and incorporated into the final audit report. Ask that the response be incorporated in full. Paraphrasing can significantly detract from or eliminate its impact.

Agency Review

At this point an A-128 audit report is submitted to the cognizant agency—in most instances, the U.S. Department of Education. In general, USDE is required to resolve audits within six months of issuance. This resolution phase starts with USDE receipt of the final audit report and ends with official agency determination on that report. It does not include the later formal appeal processes by which the official determination can be challenged.

The A-128 audit report is first submitted to the Inspector General's Office (IGO) for your region. The IGO reviews the audit to confirm technical compliance with audit guidelines. If the audit does not meet the standards, it is returned for corrective action. If the audit is technically sufficient it is forwarded to the education program official responsible for resolution. This person, referred to as the action official, is most often the Assistant Secretary for the Office of Vocational and Adult Education.

To determine resolution, this official reviews the audit, your response and other programmatic data. The action official may decide additional information is necessary and, if so, requests it from the IGO or you. The six-month period can be suspended in some circumstances when additional information is requested. Once the action official has sufficient information, he or she is responsible for preparing a preliminary departmental determination. This in general either allows or disallows costs the auditor questioned or identified as not allowable.

All these determinations must be made solely on the basis of applicable laws, regulations and interpretations. The resolution actions must be accompanied by a memorandum including legal justification for all decisions. The preliminary departmental determination must list all disallowed expenditures, indicate the reason for the disallowance in sufficient detail to allow a response, notify you of your appeal rights and notify you of the requirements for repayment.

The action official then forwards a draft of the preliminary departmental determination to the Office of General Counsel (OGC) for review. (The OGC may become involved earlier if significant or unusual legal issues arise.) After OGC review, most determinations are reviewed one final time by the Inspector General's Office. Internal procedures are used to resolve differences among these various offices.

Once agreement has been reached, the preliminary departmental determination is issued to the recipient. Upon issuance the audit is resolved and formal appeal remedies become available.

The Audit Appeal Process

If the grant recipient feels that the preliminary departmental determination (PDD) is unjustified, the decision may be appealed through a formal appeal process within the U.S. Department of Education. In order to appeal the PDD, the recipient must file a written statement with the USDE Office of Administrative Law Judges within 30 days of receipt of the PDD. The 30-day limit will be strictly enforced. Beware that appeal rights may be lost if you delay. The appeal letter, or "application for review," must include:

1) A statement certifying the date that you received the PDD. This is the date that it was received by your central mail room, not the date that the relevant official receives the PDD.
2) A short and plain statement of the legal and factual issues that you believe are inaccurate, including an explanation of your position regarding each issue and the amount of funds that you contend should not be required to be returned.
3) A statement of the facts and the reasons that support your position regarding those facts.
4) A copy of the PDD together with all of the attachments and enclosures.

Once the Office of Administrative Law Judges has received your appeal, the appeal will be assigned to an individual Administrative Law Judge (ALJ) who will determine whether all of the appropriate procedures have been followed to allow him to accept jurisdiction. The ALJ then sets a procedural schedule for the full submission of evidence and potential hearing. This must be held within 90 days of the Office of Administrative Law Judges' receipt of your appeal.

The ALJ may elect to waive the "90-day rule." This usually occurs by motion of either the recipient agency or the Department or by joint motion. Whoever requests a waiver of the 90-day rule must show good cause why the provision for expediency should be ignored. Good cause is often shown when a case is particularly complicated and will involve a great deal of gathering of evidence.

Waivers also often are granted as a result of requests for voluntary mediation. The regulations specifically provide for mediation of disputes. If both parties agree, an impartial mediator will be assigned. Mediation allows the parties to exchange information in a less formal setting, which may lead to partial or complete settlement without a full hearing. If at any time a party chooses to terminate mediation, the case will return to the ALJ.

The procedure before the ALJ generally involves the filing of complete legal briefs. The Assistant Secretary has the burden of stating its "prima facie" case in the PDD itself. Under the regulations, a prima facie case is a statement of the law and the facts that, unless rebutted, is sufficient to sustain the conclusion drawn in the PDD. Once the ALJ has accepted the case based on the PDD and the appeal letter, the recipient has the burden of proving that it is not required to return the amount of funds that the PDD requires to be returned. Generally, the ALJ will set a schedule that allows both parties to submit briefs and exhibits. If after the submission of briefs, the ALJ determines that material facts are in dispute, he may order an oral hearing as well. An oral hearing allows you to have witnesses testify as to the administration of the program. If you have strong, credible witnesses, this is often a useful tool to bring additional information into the record.

Based on the evidence and testimony submitted, the ALJ will issue an initial decision. The decision should include a complete statement of findings on both the factual and legal issues. This decision is appealable to the Secretary of the Department of Education. If a party wishes to obtain the Secretary's review of the decision of an ALJ, the party files a petition for review with the Office of Administrative Law Judges. The case will then be referred to the Secretary. The parties have 30 days from the date they receive the ALJ decision to file for review by the Secretary. The petition for review must contain a statement regarding the reasons why the party believes that the decision should be modified. The non-appealing party also is given an opportunity to respond to the arguments raised in the petition for review. This response must be filed within 15 days of receipt of the petition for review.The ALJ's decision becomes the final decision of the Department if it is not modified by the Secretary within 60 days after the recipient received the decision. The Secretary may simply let the time lapse without issuing a new decision, remand the case to the ALJ for further consideration of issues, or issue a new decision, which will be deemed the final decision of the Department.

The issuance of the final decision is not necessarily the end of your appeal rights. A recipient has the right to appeal the Department's final decision in Federal Circuit Court. The Federal Court is limited to review of the record developed through the Department's proceedings. In order to overturn the final decision of the Department, you must prove that the Department's final decision was arbitrary and capricious, an abuse of agency discretion, unsupported by substantial evidence, or in excess of statutory authority.

APPENDIX A — LEGAL AUTHORITIES

1. Perkins Act, Title III, Part E — National and State-Administered Program

Part E—Tech-Prep Education.

SEC. 341. SHORT TITLE.

This part may be cited as the 'Tech-Prep Education Act.'

SEC. 342. FINDINGS AND PURPOSE.

(a) **FINDINGS.**—The Congress finds that—

(1) rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youths entering the workforce;

(2) effective strategies reaching beyond the boundaries of traditional schooling are necessary to provide early and sustained intervention by parents, teachers, and educational institutions in the lives of students;

(3) a combination of nontraditional school-to-work technical education programs, using state-of-the-art equipment and appropriate technologies, will reduce the dropout rate for high school students in the United States and will produce youths who are mature, responsible, and motivated to build good lives for themselves;

(4) the establishment of systematic technical education articulation agreements between secondary schools and postsecondary educational institutions is necessary for providing youths with skills in the liberal and practical arts and in basic academics, including literacy instruction in the English language, and with the intense technical preparation necessary for finding a position in a changing workplace;

(5) by the year 2000 an estimated 15,000,000 manufacturing jobs will require more advanced technical skills, and an equal number of service jobs will become obsolete;

(6) more than 50 percent of jobs that are developing will require skills greater than those provided by existing educational programs;

(7) dropout rates in urban schools are 50 percent or higher, and more than 50 percent of all Hispanic youth drop out of high school; and

(8) employers in the United States pay an estimated $210,000,000,000 annually for formal and informal training, remediation, and lost productivity as a result of untrained and unprepared youth joining, or attempting to join, the workforce of the United States.

(b) **PURPOSE.**—It is the purpose of this part—

(1) to provide planning and demonstration grants to consortia of local educational agencies and postsecondary educational institutions, for the development and operation of 4-year programs

designed to provide a tech-prep education program leading to a 2-year associate degree or a 2-year certificate; and

(2) to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions.

SEC. 343. PROGRAM AUTHORIZED.

(a) **DISCRETIONARY AMOUNTS.**—In any fiscal year in which the amount made available under section 3(d)(1)(E) to carry out the provisions of this part is equal to or less than $50,000,000, the Secretary, in accordance with the provisions of this part which are not inconsistent with this paragraph, shall award grants for tech-prep education programs to consortia of—

(1) local educational agencies, intermediate educational agencies or area vocational education schools serving secondary school students, or secondary schools funded by the Bureau of Indian Affairs; and

(2)(A) nonprofit institutions of higher education which offer a 2-year associate degree program, a 2-year certificate program, and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978, or a 2-year apprenticeship program that follows secondary instruction, if such nonprofit institutions of higher education are not prohibited from receiving assistance under Part B of the Higher Education Act of 1965 pursuant to the provisions of section 435(a)(3) of such Act; or

(B) proprietary institutions of higher education which offer a 2-year associate degree program and which are qualified as institutions of higher education pursuant to section 481(a) of the Higher Education Act of 1965 if such proprietary institutions of higher education are not subject to a default management plan required by the Secretary.

(b) **STATE GRANTS.**—

(1) In any fiscal year for which the amount made available under section 3(d)(1)(E) to carry out the provisions of this part exceeds $50,000,000, the Secretary shall allot such amount to the States in accordance with the provisions of section 101(a)(2).

(2) From amounts made available to each State under paragraph (1), the State board, in accordance with the provisions of this part which are not inconsistent with this paragraph, shall award grants on a competitive basis or on the basis of a formula determined by the State board, for tech-prep education programs to consortia described in subsection (a)(1).

SEC. 344. TECH-PREP EDUCATION PROGRAMS.

(a) **GENERAL AUTHORITY.**—Each grant recipient shall use amounts provided under the grant to develop and operate a 4-year tech-prep education program.

(b) **CONTENTS OF PROGRAM.**—Any such program shall—

(1) be carried out under an articulation agreement between the participants in the consortium;

(2) consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;

(3) include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;

(4) include in-service training for teachers that—

(A) is designed to train teachers to effectively implement tech-prep education curricula;

(B) provides for joint training for teachers from all participants in the consortium; and

(C) may provide such training in weekend, evening, and summer sessions, institutes or workshops;

(5) include training programs for counselors designed to enable counselors to more effectively—

(A) recruit students for tech-prep education programs;

(B) ensure that such students successfully complete such programs; and

(C) ensure that such students are placed in appropriate employment;

(6) provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals; and

(7) provide for preparatory services which assist all participants in such programs.

(c) **ADDITIONAL AUTHORIZED ACTIVITIES.**—Each such program may—

(1) provide for the acquisition of tech-prep education program equipment; and

(2) as part of the program's planning activities, acquire technical assistance from State or local entities that have successfully designed, established and operated tech-prep programs.

SEC. 345. APPLICATIONS.

(a) **IN GENERAL.**—Each consortium that desires to receive a grant under this part shall submit an application to the Secretary or the State board, as appropriate, at such time and in such manner as the Secretary or the State board, as appropriate, shall prescribe.

(b) **THREE-YEAR PLAN.**—Each application submitted under this section shall contain a 3-year plan for the development and implementation of activities under this part.

(c) **APPROVAL.**—The Secretary or the State board, as appropriate, shall approve applications based on their potential to create an effective tech-prep education program as provided for in section 344.

(d) **SPECIAL CONSIDERATION.**—The Secretary or the State board, as appropriate, shall give special consideration to applications which—

(1) provide for effective employment placement activities or transfer of students to 4-year baccalaureate degree programs;

(2) are developed in consultation with business, industry, and labor unions; and

(3) address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youths with handicaps, and disadvantaged youths.

(e) **EQUITABLE DISTRIBUTION OF ASSISTANCE.**—In making grants under this part, the Secretary shall ensure an equitable distribution of assistance among States and the Secretary or the State board, as appropriate, shall ensure an equitable distribution of assistance between urban and rural consortium participants.

(f) **NOTICE.**—

(1) In the case of grants to be made by the Secretary, each consortium that submits an application under this section shall provide notice of such submission and a copy of such application to the State educational agency and the State agency for higher education of the State in which the consortium is located.

(2) The Secretary shall notify the State educational agency, the State agency for higher education, and the State council on vocational education of any State each time a consortium located in such State is selected to receive a grant under this part.

SEC. 346. REPORTS.

(a) **REPORT TO THE SECRETARY.**—In the case of grants made by the Secretary, each grant recipient shall, with respect to assistance received under this part, submit to the Secretary such reports as may be required by the Secretary to ensure that such grant recipient is complying with the requirements of this part.

(b) **REPORT TO THE CONGRESS.**—After grant recipients who receive grants in the first year in which grants are made under this part complete their eligibility under the program, the Secretary shall submit to the Congress a report evaluating the effectiveness of the program under this part.

SEC. 347. DEFINITIONS. For purposes of this part:

(1) The term 'articulation agreement' means a commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

(2) The term 'community college'—

(A) has the meaning provided in section 1201(a) of the Higher Education Act of 1965 for an institution which provides not less than a 2-year program which is acceptable for full credit toward a bachelor's degree; and

(B) includes tribally controlled community colleges.

(3) The term 'tech-prep education program' means a combined secondary and postsecondary program which—

(A) leads to an associate degree or 2-year certificate;

(B) provides technical preparation in at least 1 field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;

(C) builds student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and

(D) leads to placement in employment.

(4) The terms 'institution of higher education' and 'higher education' include institutions offering apprenticeship programs of at least 2 years beyond the completion of secondary school.

2. Perkins Act, Section 235 — Basic Grant

SUBPART 2—USES OF FUNDS.

SEC. 235. USES OF FUNDS.

(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives a grant under this part shall use funds provided under such grant to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

(b) **PRIORITY.**—Each eligible recipient that receives a grant under this part shall give priority for assistance under this part to sites or programs that serve the highest concentrations of individuals who are members of special populations.

(c) **REQUIREMENTS FOR USES OF FUNDS.**—

(1) Funds made available under a grant under this part shall be used to provide vocational education in programs that—

(A) are of such size, scope, and quality as to be effective;

(B) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

(C) provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118.

(2) In carrying out the provisions of paragraph (1), grant funds may be used for activities such as—

(A) upgrading of curriculum;

(B) purchase of equipment, including instructional aids;

(C) inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;

(D) guidance and counseling;

(E) remedial courses;

(F) adaptation of equipment;

(G) tech-prep education programs;

(H) supplementary services designed to meet the needs of special populations;

(I) a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;

(J) apprenticeship programs;

(K) programs that are strongly tied to economic development efforts in the State;

(L) programs which train adults and students for all aspects of the occupation, in which job openings are projected or available;

(M) comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies;

(N) provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

(3) Equipment purchases pursuant to sections 231 and 232, when not being used to carry out the provisions of this Act, may be used for other instruction purposes if—

(A) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this title;

(B) is used after regular school hours or on weekends; and

(C) such other use is—

(i) incidental to the use of that equipment under this title;

(ii) does not interfere with the use of that equipment under this title; and

(iii) does not add to the cost of using that equipment under this title.

(4) Each eligible recipient receiving funds under this part shall use no more than 5 percent of such funds for administrative costs.

3. Perkins Act, Title II, Part A — State Leadership

TITLE II—BASIC STATE GRANTS FOR VOCATIONAL EDUCATION

Part A—State Programs.

SEC. 201. STATE PROGRAMS AND STATE LEADERSHIP.

(a) **GENERAL AUTHORITY.**—From amounts reserved under section 102(a)(3) each State shall conduct State programs and State leadership activities.

(b) **REQUIRED USES OF FUNDS.**—The programs and activities described in subsection (a) shall include—

(1) professional development activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including inservice and preservice training of teachers in state-of-the-art programs and techniques, including integration of vocational and academic curricula, with particular emphasis on inservice and preservice training of minority teachers;

(2) development, dissemination, and field testing of curricula, especially—

(A) curricula that integrate vocational and academic methodologies; and

(B) curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured; and

(3) assessment of programs conducted with assistance under this Act, including the development of—

(A) performance standards and measures for such programs; and

(B) program improvement and accountability with respect to such programs.

(c) **AUTHORIZED ACTIVITIES.**—The programs and activities described in subsection (a) may include—

(1) the promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies;

(2) the support for tech-prep education as described in section 344;

(3) the support of vocational student organizations, especially with respect to efforts to increase minority participation in such organizations;

(4) leadership and instructional programs in technology education; and

(5) data collection.

4. Higher Education Act, Title I — Parts A and B Title V—Part A

TITLE I—PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE

Sec. 101. Revision of Title I.
Title I of the Act (20 U.S.C. 1001 et seq.) is amended to read as follows:

TITLE I—PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE

PART A —SCHOOL, COLLEGE, AND UNIVERSITY PARTNERSHIPS

Sec. 101. PURPOSE 20 USC 1001.

It is the purpose of this part to encourage partnerships between institutions of higher education or State higher education agencies and secondary schools serving low-income and disadvantaged students, to support programs that—

(1) improve the retention and graduation rates at such secondary schools;
(2) improve the academic skills of public and private non-profit secondary school students;
(3) increase such students' opportunities to continue a program of education after secondary school; and
(4) improve such students's prospects for employment after secondary school.

Sec. 102. AGREEMENT 20 USC 1002.

(a) AGREEMENT—To be eligible for a grant under this part, an institution of higher education, a State higher education agency, or a consortium consisting of any of the preceding entities thereof shall enter into a written partnership agreement with a local educational agency. Such partnership may include businesses, labor organizations, professional associations, community-based organizations, public television stations or other telecommunications entities, or other public or private agencies or organizations. Each entity participating in the partnership shall sign the agreement.

(b) CONTENTS OF AGREEMENT—The agreement shall include—

(1) a listing of all participants in the partnership, including a designation of the official representatives of each entity participating in the partnership;
(2) a description of the responsibilities of each participant in the partnership; and
(3) a listing of the resources to be contributed by each participant in the partnership.

Sec. 103. GRANTS 20 USC 1003.

(a) DIVISION BETWEEN SCHOOL-YEAR AND SUMMER PROGRAMS. From the funds appropriated to carry out this part pursuant to section 106, the Secretary shall reserve 65 percent of such funds to carry out programs operating during the regular school year and 35 percent of such funds to carry out programs operating during the summer.

(b) AMOUNT AND USE OF GRANTS.

(1) AMOUNT.—The Secretary shall make grants under this part in amounts which are not less than $250,000 and not more than $1,000,000.

(2) PERMITTED USES OF FUNDS. Grants under this part may be used by the partnership for programs that—

(A) use college students to tutor secondary school students and improve their basic academic skills or to involve secondary school students in community service-learning projects;
(B) are designed to improve the basic academic skills of secondary school students;
(C) are designed to increase the understanding of specific subjects of secondary school students;
(D) are designed to improve the opportunity to continue a program of education after graduation for secondary school students; and
(E) are designed to increase the prospects for employment after graduation of secondary school students.

(c) PREFERENCES. In making grants under this part, the Secretary shall give a preference to—

(1) programs which will serve predominantly low-income communities;
(2) partnerships which will run programs during the regular school year and summer;
(3) programs which will serve educationally disadvantaged students; students with disabilities; potential dropouts; pregnant adolescents and teenage parents; children of migratory agricultural workers or of migratory fishermen; or students whose native language is other than English; and
(4) programs designed to encourage women and minorities who are underrepresented in the fields of science and mathematics to pursue these fields.

(d) DURATION. Each grant awarded under this part may be awarded for a period not to exceed 5 years.

(e) EQUITABLE GEOGRAPHIC DISTRIBUTION. The Secretary shall award grants under this part in a manner that achieves an equitable geographic distribution of such grants.

Sec. 104. GRANT APPLICATION. 20 USC 1004.

(a) APPLICATION REQUIRED. A partnership desiring to receive a grant under this part shall submit an application to the Secretary, in such form and providing such information as the Secretary, by regulation, shall require.

(b) CONTENTS OF APPLICATION. The application shall include—

(1) the partnership agreement described in section 102;
(2) a listing of the public and private nonprofit secondary school or schools to be involved in the program;
(3) a description of the activities and services for which assistance is sought;
(4) a description of the programs to be developed and operated by the partnership; and
(5) assurances to the Secretary that—

(A) the partnership will establish a governing body including one representative of each participant in the partnership;
(B) Federal funds will provide no more than 70 percent of the cost of the project in the first year, 60 percent of such costs in the second year, and 50 percent of such costs in the third year and any subsequent year;
(C) a local educational agency or institution of higher education receiving funds under this subpart shall not reduce its combined fiscal effort per student or its aggregate expenditure on education;
(D) a local educational agency or institution of higher education participating in this partnership shall utilize any Federal funds it shall receive from a grant under this part to supplement, and, to the extent practicable, increase the resources that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of students described in this part; and
(E) in no case shall funds under such a grant be used to supplant non-Federal funds already available.

(c) SPECIAL RULE. The non-Federal share of grants awarded under this part may be in cash or in kind fairly evaluated, including services, supplies or equipment.

(d) WAIVER. The Secretary may waive the matching requirement described in paragraph (5)(B) for any eligible partnership that demonstrates to the satisfaction of the Secretary a unique hardship that prevents compliance with such matching requirement.

Sec. 105. PEER REVIEW 20 USC 1005

The Secretary shall designate a peer review panel to review applications submitted under this part and make recommendations for funding to the Secretary. In selecting the peer review panel, the Secretary shall consult with officials of the other Federal agencies and with non-Federal organizations to ensure that the panel membership shall be geographically balanced and be composed of representatives from public and private institutions of elementary, secondary, and higher education, labor, business, and State and local governments, who have expertise in community service or in education.

Sec. 106. AUTHORIZATION OF APPROPRIATIONS 20 USC 1006

There are authorized to be appropriated $20,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years to carry out this part.

PART B—ARTICULATION AGREEMENTS

Sec. 121. FINDINGS AND PURPOSE 20 USC 1011

(a) FINDINGS.—The Congress finds that—

(1) because more than one-half of all first-time first-year students attending postsecondary institutions attend community or junior colleges, and because almost one-half of minority students enrolled in higher education attend 2-year institutions, community and junior colleges represent a substantial and an important educational resource;

(2) declining participation rates for low-income students and minorities at institutions of higher education is of growing concern to the higher education community and Congress; and

(3) there is growing awareness of the need to assist low-income, minority and other nontraditional students in bridging the gap between 2-year to 4-year institutions,enabling such students to reach their individual potential, as well as contribute to the larger society.

(b) PURPOSE. The purpose of this part is to improve the educational opportunities of this Nation's postsecondary students by creating comprehensive articulation agreements and planning between partnerships of 2-year and 4-year institutions of higher education.

Sec. 122. AUTHORIZATION OF GRANTS 20 USC 1011a

(a) ASSISTANCE FOR ARTICULATION PARTNERSHIPS. From amounts appropriated for this part, the Secretary shall make grants to States to enable States to make awards, either on a competitive basis or on the basis of a formula determined by the State, to articulation partnerships between—

(1) a qualified 2-year institution; and

(2) a qualified 4-year institution.

(b) QUALIFIED INSTITUTIONS. For the purposes of this part—

(1) a qualified 2-year institution is an institution of higher education (as determined under section 481(a)) that is an eligible institution under section 435(a) and that—

(A) is a nonprofit institution that offers a 2-year associate degree or a 2-year certificate program; or

(B) is a proprietary institution that offers a 2-year associate degree program; and

(2) a qualified 4-year institution is an institution of higher education (as determined under section 481(a)) that is an eligible institution under section 435(a) and that offers a baccalaureate degree program.

(c) ALLOCATION AND STATE GRANTS.

(1) FORMULA ALLOCATION.—In any fiscal year for which the amount made available under section 129 to carry out the provisions of this part equals or exceeds $50,000,000, the Secretary shall allot an amount that bears the same ratio to the amount appropriated under section 129 for such fiscal year as the total amount received under Title IV by students attending institutions of higher education in that State for such fiscal year bears to the total amount received under Title IV by all students for such fiscal year, based on the most recent year for which such data are available.

(2) COMPETITIVE GRANTS. In any fiscal year for which the amount available under section 129 to carry out the provisions of this part do not equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make grants to States to carry out articulation agreements under sections 124 and 125.

Sec. 123. STATE APPLICATION 20 USC 1011B.

Each State that desires to receive a grant under this part shall submit an application to the Secretary in such form and containing or accompanied by such information as the Secretary may require. Such application shall—

(1) after consultation with the State agencies responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions, designate a sole State agency as the State agency responsible for the administration and supervision of activities carried out with assistance under this part.

(2) describe how funds will be allocated in a manner consistent with section 124;

(3) contain assurances that the State will comply with the requirements of this part;

(4) provide for an annual submission of data concerning the use of funds and students served with assistance under this part; and

(5) provide that the State will keep such records and provide such information to the Secretary as may be required for purposes of financial audits and program evaluation.

Sec. 124. LOCAL APPLICATIONS 20 USC 1011c

Any articulation partnership composed of qualified institutions that desires to receive a grant from a State under this part shall submit an application to the State in such form and containing or accompanied by such information as the State may require and shall—

(1) include in the articulation agreement—

(A) assurances that academic credit earned at the qualified institution described in section 122(b)(1) will be transferable to the qualified institution or institutions as described in section 122(b)(2);

(B) development of articulation agreement programs and services appropriate to the needs of the partnership participants;

(C) activities that facilitate the development of programs and services appropriate to the needs of the students attending courses covered in the articulation agreement;

(D) inservice training for faculty designed to implement effective articulation agreements;

(E) counseling services; and

(F) information concerning programs contained in the articulation agreement;

(2) include assurances that the articulation partnership has the qualified personnel required—

(A) to develop, administer, and implement the program required by this part; and

(B) to provide special training necessary to prepare staff for the program; and

(3) include a plan of operation for the program which includes a description of—

(A) the program goals;

(B) the uses of funds as required by paragraph (2);

(C) the activities and services which will be provided under the program (including training and preparation of staff); and

(D) the subject areas to be included in the articulation agreement.

Sec. 128. ARTICULATION AGREEMENT 20 USC 1011D

(a) LENGTH OF GRANT. Each recipient of a grant from a State shall use the amounts provided under the grant to develop and operate articulation agreements for 6 years.

(b) USE OF FUNDS. Funds provided to an articulation partnership under this part may be used—

(1) to perform any activity or program required by section 124;

(2) as part of the program's planning activities, to acquire technical assistance from Federal, State, or local entities that have successfully designed, established, and operated articulation programs;

(3) to provide workshops with students and teachers, counseling for students to continue their education to a bachelors degree, orientation visits at institutions participating in the partnerships;

(4) to develop agreements with local educational agencies for purposes of satisfying entrance requirements to qualified institutions; and

(5) to provide outreach to potential students.

Sec. 126. STATE ADMINISTRATION 20 USC 1011e

A State may reserve not more than 3 percent of the amounts available under this part for any fiscal year for State administrative costs including monitoring and technical assistance.

Sec. 127. PRIORITY. 20 USC 1011f

The State shall give priority to grant applications for programs which—

(1) encourage teacher education;

(2) have, as one of the partners participating in an articulation agreement, an entity participating in an articulation agreement described in section 344(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act;

(3) contribute their own institutional resources;

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(4) are not subject to a default reduction agreement under section 428F;
(5) encourage technology education; or
(6) encourage articulation in subject areas of national importance as determined by the Secretary.

Sec. 128. REPORTS 20 USC 1011g

(a) STATE REPORTS. Each State shall submit to the Secretary an annual report on the operation of the program under this part in such State during the preceding year. Such report shall include such information as the Secretary may require by regulation.
(b) EVALUATION AND DISSEMINATION.
(1) EVALUATION. The Secretary shall, on the basis of the reports submitted under subsection (a), evaluate all or a sample of the programs conducted under this part for the purposes of—
(A) determining the success or failure of such programs in increasing access and entry of students from 2-year institutions to 4-year institutions; and
(B) identifying the most successful programs under this part and the causes for such success.
(2) DISSEMINATION. The Secretary shall, not later than January 31, 1996, submit a report to the Congress on the results of the evaluation described in paragraph (1). The Secretary shall disseminate the findings made pursuant to subparagraph (B) through appropriate agencies and organizations.
(3) RERSERVATION. The Secretary may reserve up to 3 percent of the amount appropriated under section 129 to carry out this subsection.

Sec. 129. AUTHORIZATION OF APPROPRIATIONS

There are authorized to be appropriated to carry out this part, $25,000,000 for fiscal year 1993, and such sums as may be necessary for each of the 4 succeeding fiscal years.

TITLE V—EDUCATOR RECRUITMENT, RETENTION, AND DEVELOPMENT

Sec. 500. FINDINGS AND PURPOSES.

(a) FINDINGS.—The Congress finds that—
(1) teachers in the classroom are the men and women who must play an integral role in leading our Nation's schools into the 21st century;
(2) we should encourage individuals to enter the education profession so that our teaching force is representative both of the diversity of our Nation and of the tremendous talents and skills of our citizens;
(3) the methods used to prepare prospective teachers and the continuing education and support provided to practicing teachers have a significant influence on the effectiveness of classroom teachers;
(4) the postsecondary education of education professionals has not been linked to local, State and national goals and standards;
(5) the inservice and continuing professional development of educators has not promoted systematic and sustained improvement of the education system;
(6) State educational agencies have not been funded and staffed adequately to carry out a mission of supporting a process to achieve local, State, or national goals and standards;
(7) in order to encourage more women and underrepresented minorities to enter the fields of science and mathematics and succeed in these fields, we must provide proper training for existing mathematics and science teachers and recruit women and underrepresented minorities as teachers in these fields;
(8) educators must have the expertise and the support that allow them to adapt to the changing environment in our schools and to the evolving skills required of our schools' graduates; and
(9) the Federal Government plays an essential role in providing support to educator training and professional development that will enable teachers to be classroom leaders and administrators to be school leaders at the forefront of reforming our Nation's schools.
(b) PURPOSE.—It is the purpose of this title—
(1) to provide assistance to our Nation's teaching force for the continued improvement of their professional skills;
(2) to provide assistance for professional development activities enabling teachers, school administrators, and institutions of higher education to work collaboratively to improve educational performance through school reform and restructuring;
(3) to address the Nation's teacher shortage, particularly in areas where there are heavy concentrations of low-income students, by encouraging talented persons, including the individuals already employed as school paraprofessionals and individuals who have been employed in other areas of endeavor, to enter the teaching profession;
(4) to encourage academically qualified students to become teachers through scholarship assistance;
(5) to support the recruitment of underrepresented populations into teaching careers;
(6) to provide scholarship assistance to encourage women and minorities who are underrepresented in the fields of science and mathematics to enter the teaching profession in these fields
(7) to encourage the establishment and maintenance of programs that provide professional teacher preparation to individuals who are moving to careers in education from other occupations;
(8) to promote partnerships between institutions of higher education and local educational agencies for the purpose of promoting the simultaneous restructuring and renewal of elementary and secondary schools and college-based teacher education programs;
(9) to improve the leadership and administrative skills of elementary and secondary school administrators;
(10) to provide assistance to schools of education in institutions of higher education in order to reform teacher education programs by encouraging new developments in teacher preparation which provide for greater integration of subject matter and pedagogical training and which prepare classroom teachers to effectively meet changing noneducational challenges in the schools; and
(11) to promote high quality child development and early childhood education specialist training programs, including preschool and early intervention services for infants and toddlers with disabilities.

PART A—STATE AND LOCAL PROGRAMS FOR TEACHER EXCELLENCE

Sec. 501. AUTHORITY AND ALLOCATION OF FUNDS; DEFINITIONS.

(a) PURPOSE AND AUTHORITY.—
(1) PURPOSE.—It is the purpose of this part to provide funds to State educational agencies, local educational agencies and institutions of higher education in order to update and improve the skills of classroom teachers, including preschool and early childhood education specialists and school administrators, to establish State academies for teachers and school leaders, and to provide for a comprehensive examination of State requirements for teacher preservice and certification.
(2) PROGRAM AUTHORIZED.—The Secretary is authorized to make allotments to State educational agencies for the purposes of enhancing and improving the quality of teaching, including early childhood education, in each of the several States.
(b) ALLOTMENT OF FUNDS.—
(1) IN GENERAL.—From the funds appropriated in each fiscal year pursuant to section 510A, the Secretary shall allot to each State—
(A) 50 percent of such funds on the basis of the number of individuals in the State aged 5 through 17 compared to the number of all such individuals in all States; and
(B) 50 percent of such funds on the basis of the amount the State receives under sections 1005 and 1006 of chapter 1 of title I of the Elementary and Secondary Education Act of 1965 compared to the total amount that all States receive under such sections.
(2) ALLOCATIONS FROM STATE ALLOTMENTS.—
(A)(i) Except as provided in subsection (c), from the amount allotted to each State in each fiscal year pursuant to paragraph (1) and not reserved pursuant to subparagraph (B)(i), the State education agency shall allocate 50 percent of such amount in accordance with clause (ii) to local educational agencies to carry out the activities described in section 503.

(ii) The State educational agency shall allocate 50 percent of the amount allotted to the State in each fiscal year under paragraph (1) so that—

(I) one-half of such amount is allocated to local educational agencies within such State based on the local educational agency's relative share of the enrollments in public schools within the State; and

(II) one-half of such amount is allocated to local educational agencies within such State based on the local educational agency's relative share of the State's allocation of funds under sections 1005 and 1006 of the Elementary and Secondary Education Act of 1965, except that any local educational agency that would receive an allocation of less than $10,000 shall be required to form a consortium with at least one other local educational agency in order to receive an allocation under this part. In making allocations under this part, the State educational agency shall use the most recent data available.

(B)(i) **From the amount allotted to each State in each fiscal year pursuant to paragraph (1) the State educational agency shall reserve not more than 3 percent of such funds for the purposes of administering the program under this** title, including evaluation and dissemination activities.

(ii) **From the amount allotted to each State in each** fiscal year under paragraph (1) and not reserved pursuant to **clause (i), the State educational agency—**

(I) shall reserve not more than 25 percent of such funds to carry out sections 504, 505, and 506; and

(II) shall reserve not more than 25 percent of such funds to award grants to institutions of higher education in accordance with sections 507 and 508.

(c) SPECIAL RULE.—Notwithstanding the provisions of subsection (b)(2)(A), if the amount appropriated to carry out this part for any fiscal year is less than $250,000,000, then each State educational agency shall use 50 percent of the amount allotted to such State under paragraph (1) and not reserved pursuant to subsection (b)(2)(B)(i) to award grants to local educational agencies on a competitive basis.

(d) REALLOTMENT.—If a State or local educational agency elects not to receive assistance under this part in any fiscal year or the Secretary determines in any fiscal year that a State or local educational agency will not be able to use all or any portion of the funds available to such State or local educational agency under this part, then the Secretary shall reallot such funds. The Secretary shall reallot such funds in such fiscal year in accordance with the provisions of this part among the States or local educational agencies who are eligible for assistance under this part and are not described in the preceding sentence.

(e) DEFINITIONS.—For purposes of this part—

(1) the term 'State' means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Commonwealth of the Northern Marianas Islands, American Samoa, and the Republic of Palau (until the Compact of Free Association takes effect pursuant to section 101(a) of Public Law 99-658); and

(2) the term 'key academic subjects' means English, mathematics, science, history, geography, foreign languages, civics and government, and economics.

Sec. 502. STATE APPLICATION.

(a) IN GENERAL.—Any State which desires to receive an allotment under this part shall submit to the Secretary an application which—

(1) designates the State educational agency as the State agency responsible for the administration and supervision of programs assisted under this part;

(2) provides for a process of active discussion and consultation with a committee, convened by the chief State school officer, which is broadly representative of the following educational interests within the State, including—

(A) a representative nominated by each of the following:

(i) the State teacher organizations;

(ii) the organizations representing preschool and early childhood education specialists;

(iii) the State school administrators organization;

(iv) the State parents organizations;

(v) the State business organizations; and

(vi) the State student organizations;

(B) a representative from the State board of education;

(C) a representative of faculty from departments, schools or colleges of educations;

(D) other representatives of institutions of higher education, including community colleges;

(E) the State director of vocational education; and

(F) the State director of special education;

(3) describes the competitive process that the State will use to distribute funds among local educational agencies pursuant to section 501(c);

(4) describes the process the State will use to conduct the assessment required by section 504(c);

(5) describes how the State will allocate funds among activities required under section 504;

(6) with respect to the State academies to be established under sections 505 and 506—

(A) describes the academies to be established under this part and the goals and objectives for each such academy;

(B) describes how the academies assisted under this part shall relate to the overall plan for the attainment of the national education goals by the State;

(C) describes the competitive process that shall be used to select applicants to operate the academies assisted under this part;

(D) assures that the Academies for Teachers shall provide instruction in the key academic subjects;

(E) assures that the State shall continue to operate the academies assisted under this part when Federal funds provided pursuant to this title are no longer available;

(F) assures that Federal funds provided under this part shall not be used for construction of new facilities or substantial remodeling;

(G) assures that the Academies for Teachers shall provide activities designed to enhance the ability of teachers to work with special educational populations, including—

(i) limited-English proficient children;

(ii) children with disabilities;

(iii) economically and educationally disadvantaged children; and

(iv) gifted and talented children; and

(H) contains such other assurances and information as the Secretary may reasonably require;

(7) describes the competitive process that the State will use to distribute funds among institutions of higher education pursuant to section 507;

(8) describes a plan to promote learning among the State educational agency staff in order to support and facilitate systemic improvement of the State educational agency, schools or colleges of education at institutions of higher education, and local educational agencies; and

(9) includes such other information and assurances as the Secretary may require.

(b) FUNCTIONS OF COMMITTEE.—The application required by subsection (a) shall identify the procedures by which the committee required by paragraph (2) of such subsection will be engaged in—

(1) ensuring that activities assisted under this part are effective, coordinated with other State, local, and Federal activities and programs, and meet the needs of the State for improving the quality of teaching and teacher education programs, including those programs concerned with preschool education and the training of early childhood education specialists, and school leadership programs;

(2) advising the State on criteria for awarding funds under sections 501(c), 505, 506, and 507; and

(3) advising the State on criteria for approving local educational agency applications under section 503(a).

(c) EVALUATION AND REPORT.—

(1) REPORT TO SECRETARY.—Each State educational agency receiving an allotment under this part shall evaluate the work of each academy that is located in the State and assisted under this part every 2 years, including the impact of each academy's programs on participants, and report the findings of such evaluation to the Secretary. The initial report shall be submitted 3 years after funds are first allotted to such State educational agency under section 501 and subsequent reports shall be submitted every 2 years thereafter. Such report shall also describe the characteris-

tics of the participants and activities provided at each academy assisted under this part.

(2) REPORT TO CONGRESS.—The Secretary shall submit to the Congress a summary of the reports required under subsection (a). The initial summary shall be submitted 60 days after the due date of the first report described in subsection (a) and subsequent summaries shall be submitted every 2 years thereafter.

(a) LOCAL APPLICATION.—Any local educational agency which desires to receive assistance under section 501(b)(2)(A) or 501(c) shall submit to the State educational agency an application which—

(1) describes the needs of such local educational agency with respect to inservice training programs for teachers and preschool and early childhood education specialists pursuant to the assessment conducted under subsection (b)(2)(A), and, if appropriate, describes the need of such local educational agency for teacher recruitment, business partnerships, outreach to military veterans, and the provision of other opportunities for teachers to improve their skills;

(2) describes the process used to determine such needs, including consultation with teachers, preschool and early childhood specialists, principals, parents, representatives from departments, schools or colleges of education, and others in the community;

(3) describes the activities such agency intends to conduct with the funds provided under section 501(b)(2)(A) or 501(c) consistent with the provisions of this section in order to improve the quality of teaching within such agency;

(4) describes the processes and methods used to promote systematic improvement through continual learning in order to achieve agreed upon local, State and National standards; and

(5) any other information that the State educational agency may reasonably require.

(b) LOCAL USES OF FUNDS.—

(1) IN GENERAL.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) shall use such funds for the inservice training of teachers and, if appropriate, for preschool and early childhood education specialists, and may use funds for—

(A) development of programs to recruit individuals into the teaching profession and the field of early childhood education;

(B) business partnerships;

(C) outreach to military veterans; and

(D) other purposes consistent with improving the quality of teaching in the local educational agency, as approved by the State educational agency.

(2) INSERVICE TRAINING.—

(A) In order to receive assistance under section 501(b)(2)(A) or 501(c), a local educational agency or a consortium of local educational agencies shall first assess the needs of such agency or agencies for inservice training.

(B) Funds expended for inservice training shall be used, in accordance with the assessment conducted under subparagraph (A), for the cost of—

(i) the expansion and improvement of inservice training and retraining of teachers and other appropriate school personnel, including vocational teachers, special education teachers, and preschool teachers, consistent with the assessment conducted under subparagraph (A);

(ii) providing funds for grants for individual teachers within the local educational agency to undertake projects to improve their teaching ability or to improve the instructional materials used in their classrooms;

(iii) activities designed to address the effects of chronic community violence on children, such as violence counseling training for teachers and early childhood specialists, and activities and training aimed at resolving conflicts;

(iv) activities designed to enhance the ability of teachers to work with culturally diverse students;

(v) activities designed to integrate academic and vocational education;

(vi) as appropriate, activities designed to assist teacher participation in a Tech-Prep program under section 344 of the Carl D. Perkins Vocational and Applied Technology Act, in order to develop the skills of such teachers in activities such as organizational development leadership and interdisciplinary curricula development; and

(vii) other activities consistent with the goals of this part as approved by the State educational agency.

(C) Such activities may be carried out through agreements with institutions of higher education, nonprofit organizations, public agencies, and museums.

(D) Activities related to inservice training shall be coordinated with such activities carried out under part A of title II of the Elementary and Secondary Education Act of 1965.

(3) RECRUITMENT OF TEACHERS.—

(A) Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance—

(i) to establish, operate, or expand programs to encourage and recruit interested individuals to pursue a course of study that will lead to a career in education; and

(ii) to establish, operate, or expand a program where such agency recruits students currently enrolled in a school in the local educational agency to be teachers or early childhood education specialists.

(B) Activities under this paragraph may include—

(i) academic and career counseling of and support services for students;

(ii) programs in which students act as tutors while they are enrolled in schools in the local educational agency;

(iii) programs in which students enrolled in institutions of higher education and other individuals tutor students within schools in the local educational agency;

(iv) information and recruitment efforts to attract individuals into the teaching profession; and

(v) programs to support early childhood education efforts at the preschool and school level.

(C) In conducting programs under this paragraph, local educational agencies shall place a priority on recruiting students and individuals from minority groups.

(D) Local educational agencies may conduct programs under this paragraph in consortia with institutions of higher education

(4) BUSINESS PARTNERSHIPS.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance to establish partnerships with representatives of the business community to sponsor—

(A) programs which allow representatives of local business or firms to go into the classroom and work with the classroom teacher to provide instruction in subject areas where the expertise of the teacher could be supplemented, especially in the subject areas of mathematics, science, and vocational and technology education training;

(B) internship programs which provide an opportunity for classroom teachers to work in local businesses or firms to gain practical experience or to develop new skills or expertise;

(C) programs which bring students and teachers into business settings to see applications of course work and in specialized areas, and to learn to use advanced technical equipment;

(D) programs which allow representatives of local businesses and firms to work with school administrators to develop instructional material; and

(E) other activities appropriate to forming a working relationship between business leaders and classroom leaders.

(5) OUTREACH TO MILITARY VETERANS.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance to establish programs to inform United States military veterans of teaching opportunities and to provide assistance in the establishment of teaching opportunities for such veterans by—

(A) planning and implementing informational and outreach programs leading to the development of programs specifically designed to inform United States military veterans about teaching opportunities and the qualifications necessary for such opportunities;

(B) planning and implementing programs leading to the creation of teaching opportunities for such veterans;

(C) supporting programs to assist such veterans to meet the qualifications to become teachers;

(D) disseminating information on the program described in this paragraph and on sources of student financial assistance available under title IV of this Act and under programs administered by the Department of Veterans Affairs and other Federal agencies; and

(E) making scholarships available to such military veterans under the same terms and conditions specified in subpart 1 of part C of this title.

Sec. 504. STATE USES OF FUNDS.

(a) IN GENERAL.—Each State educational agency receiving funds reserved pursuant to section 501(b)(2)(B)(ii)(I) shall use such funds—

(1) first, to conduct a study of teacher education programs within such State, as required under subsection (c); and

(2) secondly, for—

(A) the establishment of State Academies for Teachers under section 505;

(B) the establishment of State Academies for School Leaders under section 506; and

(C) activities directly related to the implementation of the teacher education study required under subsection (c).

(b) SPECIAL RULE.—If a State educational agency can demonstrate that the amount of funds reserved pursuant to section 501(b)(2)(B)(ii)(I) is insufficient to establish one State academy, then the State educational agency shall distribute such funds to local educational agencies in accordance with section 501(b)(2)(A) or 501(c) to carry out the activities described in section 503(b).

(c) TEACHER EDUCATION STUDY.—

(1) STUDY REQUIRED.—Each State educational agency receiving funds under this part shall, in consultation with institutions of higher education, local educational agencies, teachers, parents, the State legislature, the State board of education, and business, undertake a study of—

(A) teacher education programs and State teacher professional development requirements, including programs and requirements intended to train preschool and early childhood education specialists; and

(B) the State laws and regulations relating to such programs and requirements, including any standards or requirements for certification and licensure, in order to determine if such programs and requirements are adequately preparing teachers to effectively educate students.

(2) CONSIDERATIONS.—Such study shall consider whether such programs or requirements—

(A) would be improved if teacher education programs were required to coordinate courses with other departments on campus in order to provide prospective teachers with a strong background in their subject matter;

(B) integrate academic and vocational education instruction;

(C) give enough flexibility in order to allow experimentation and innovation;

(D) would be improved if such programs provided preparation for students desiring to become teachers, but who are pursuing a bachelor's degree in an area of study other than education;

(E) would be improved if teacher certification required a bachelor's degree in a subject area and a master's degree in education, and

(F) would be improved if institutions of higher educationthat have developed innovative materials and curricula for inservice training were required to incorporate these improvements into their preservice programs.

(3) DEADLINES.—

(A) Such study shall be completed by two years from the end of the first fiscal year in which funding was made available for this part. The results of such study shall be reported to the Secretary. In submitting the report to the Secretary, the State educational agency shall include in the report the most successful practices used to enhance the profession of teaching. The Secretary may disseminate such successful practices in order to assist other States in their efforts to enhance the profession of teaching.

(B) Except as provided in paragraph (4), beginning in the third fiscal year for which funding under this part is available, State educational agencies shall use all funds provided under section 501(b)(2)(B)(ii)(I) which are not allotted for State Academies for Teachers and State Academies for School Leaders—

(i) to implement the program and policy changes resulting from the findings of such study; and

(ii) to assist schools and programs of education throughout the State in meeting any new requirements that result from such study.

(C) The State educational agency shall award grants pursuant to section 507(b)(9) to institutions of higher education to implement the programs and policy changes resulting from the findings of such study.

(4) WAIVER.—If a State demonstrates to the Secretary that it has completed a study comparable to the study required by this subsection within the previous 5 years prior to the fiscal year for which funds are first made available under this part, then the Secretary may waive the requirements of this subsection. States receiving a waiver shall use funds provided under section 501(b)(2)(B)(ii)(I) to implement the program and policy changes resulting from the findings of such study. If the State can demonstrate to the Secretary that such program and policy changes have been implemented, then the state shall use funds provided under section 501(b)(2)(B)(ii)(I) to carry out the activities authorized under sections 505 and 506.

Sec.505. STATE ACADEMIES FOR TEACHERS.

(a) PURPOSE; DEFINITIONS.—

(1) PURPOSE.—It is the purpose of this section to improve elementary and secondary school teacher subject matter knowledge and teaching skills in each of the key academic subjects by establishing one or more Academies in the key academic subjects in every State.

(2) DEFINITIONS.—For purposes of this section—

(A) the term 'Academy' means a course of instruction and related activities to increase a teacher's knowledge of a specific subject area, a teacher's ability to impart such knowledge to students, and a teacher's ability to address any other issue described in this section, except that such term—

(i) does not mean a physical facility; and

(ii) does not require a separate location from another Academy or other training program; and

(B) the term 'eligible entity' means a local educational agency, an institution of higher education, a museum, a private nonprofit educational organization of demonstrated effectiveness, or a consortium of any 2 or more of such entities.

(b) APPLICATION REQUIRED.—

(1) IN GENERAL.—Each eligible entity desiring to operate an Academy under this section shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State may reasonably require.

(2) CONTENTS.—Each application submitted pursuant to paragraph (1) shall describe—

(A) the goals of the Academy and the steps that shall be taken to evaluate the extent to which the Academy reaches its goals;

(B) the curriculum to be used or developed by the Academy;

(C) steps to be taken to recruit teachers for the Academy's program, including outreach efforts to identify and attract—

(i) minority group members;

(ii) individuals with disabilities;

(iii) individuals from areas with large numbers or concentrations of disadvantaged students, and

(iv) other teachers with the potential to serve as mentor teachers;

(D) steps to be taken to ensure that faculty members teaching at the Academy shall be of exceptional ability and experience, including outreach efforts to identify and attract as faculty members—

(i) minority group members;

(ii) individuals with disabilities; and

(iii) individuals from areas with large numbers or concentrations of disadvantaged students.

(E) efforts to be undertaken to disseminate information about the Academy;

(F) selection criteria to be used in identifying teachers to participate in the Academy;

(G) steps to be taken to assure that the programs offered by the Academy shall be of sufficient length and comprehensiveness to significantly improve participants' knowledge; and

(H) efforts to be undertaken to evaluate the impact of the Academy on participants.

(c) USE OF ALLOTTED FUNDS.—

(1) GRANTS.—Each State educational agency receiving an allotment under this part shall use the funds reserved pursuant to section 501(b)(2)(B)(ii)(I) to award one or more competitive grants to eligible entities to enable such eligible entities to operate an Academy in accordance with the provisions of this section.

(2) COORDINATION OF ACTIVITIES.—To the extent practicable, such academies shall coordinate efforts with teacher inservice activities of local educational agencies.

(3) COMBINATION OF RESOURCES.—Each State educational agency receiving an allotment under this part may combine the funds reserved pursuant to section 501(b)(2)(B)(ii)(I) with such funds reserved by another State educational agency to operate academies assisted under this part on a multistate or regional basis.

(4) COSTS.—Each eligible entity receiving a grant under this section shall use such funds to meet the operating costs of carrying out the activities described in subsection (d), which may include reasonable startup and initial operating costs, and costs associated with release time, stipends, travel, and living expenses for teachers who participate in the Academy's program if no other funds are available to pay such costs.

(d) AUTHORIZED ACTIVITIES.—Each eligible entity receiving a grant to operate an Academy under this section may use such grant funds for—

(1) renewal and enhancement of participants' knowledge in key academic subjects;

(2) skills and strategies to improve academic achievement of students, especially students who are educationally disadvantaged, are limited-English proficient, are drug- or alcohol-exposed, or have disabilities;

(3) improved teaching and classroom management skills;

(4) techniques for the integration of academic and vocational subject matter, including the application of such techniques in tech/prep education programs;

(5) the use of educational technologies in teaching the key academic subjects;

(6) training needed to participate in curriculum development in a key academic subject;

(7) training in the development and use of assessment tools;

(8) review of existing teacher enhancement programs to identify the most promising approaches;

(9) development of a curriculum for use by the Academy;

(10) follow-up activities for previous participants;

(11) dissemination of information about the Academy, including the training curricula developed; and

(12) any other activities proposed by the applicant and approved by the State educational agency.

(e) COST SHARING.—Funds received for this section may be used to pay not more than 75 percent of the cost of operating an Academy in the first year an eligible entity receives a grant under this section, 65 percent of such cost in such second year, 55 percent of such cost in such third year, 45 percent of such cost in such fourth year, and 35 percent of such cost in such fifth year. The remaining share shall be provided from non-Federal sources, and may be in cash or in-kind contributions, fairly valued.

(f) SPECIAL RULES.—

(1) USES OF FUNDS.—

(A) KEY ACADEMIC SUBJECTS.—At least 70 percent of funds received for this section shall be used for enhancement of participant knowledge in key academic subjects.

(B) OTHER SUBJECTS.—At least 20 percent of the funds received for this section shall be used for enhancement of participant knowledge in areas not related to academic subjects.

(2) SPECIAL RULE.—In awarding grants under this section the State educational agency may provide for training in 2 or more key academic subjects at a single site.

(3) ADDITIONAL ACADEMIES OR AWARDS.—If a State can demonstrate that the State's need for academies in key academic subjects has been met, and if the State can demonstrate that it is implementing the findings of the teacher education study described in section 504(c), then the State may use a portion of the amount reserved pursuant to section 501(b)(2)(B)(ii)(I) to establish one or more of the following academies or awards:

(A) EARLY CHILDHOOD ACADEMIES.—A State educational agency may establish an academy aimed at early childhood education training. Such an academy shall give a priority to recruiting candidates from underrepresented groups in the early childhood education profession and shall provide intensive childhood training in violence counseling.

(B) TECH-PREP ACADEMIES.—A State educational agency may establish an academy for—

(i) assisting educators in secondary schools and community colleges to more effectively understand organizational structures and organizational change strategies;

(ii) assisting educators to learn effective peer leadership strategies;

(iii) assisting secondary school teachers and community college faculty to identify the knowledge and skills required in highly technical industries and workplaces;

(iv) assisting secondary school teachers and community college faculty to apply creative strategies to the development of interdisciplinary curricula; and

(v) assisting educators in integrating academic and vocational education.

(C) TEACHER AWARDS.—(i) A State educational agency may make awards to State Academies for Teachers to provide for a program of cash awards and recognition to outstanding teachers in the key academic subject or subjects covered by the program of the Academy.

(ii) Any full-time public or private elementary or secondary school teacher of a key academic subject or vocational and technology education subject, including an elementary school teacher of the general curriculum, shall be eligible to receive an award under this subparagraph.

(iii) The amount of a teacher's award under this subparagraph shall not exceed $5,000 and shall be available for any purpose the recipient chooses.

(iv) Each Academy receiving an award under clause (i) of this subparagraph shall select teachers to receive awards from nominations received from local educational agencies, public and private elementary and secondary schools, teachers, associations of teachers, parents, associations of parents and teachers, businesses, business groups, and student groups.

(v) The Academy shall select award recipients under this subparagraph in accordance with criteria developed by the Academy and approved by the State educational agency. The selection criteria may take into account teacher's success in—

(I) educating disadvantaged children and children with disabilities;

(II) educating gifted and talented children;

(III) encouraging students to enroll, and succeed, in advanced classes in a key academic subject or vocational and technology education subject;

(IV) teaching a key academic subject or vocational and technology education subject successfully in schools educating large numbers of educationally disadvantaged students, including schools in low-income inner-city or rural areas;

(V) introducing a new curriculum in a key academic subject into a school or strengthening an established curriculum;

(VI) acting as a master teacher; and

(VII) other criteria as developed by the Academies and approved by the State educational agency.

5. Perkins Regulations

Part 405 — National Tech Prep Education Program

Part 406 — State-Administered Tech Prep Program

PART 405—NATIONAL TECH-PREP EDUCATION PROGRAM

Subpart A—General

Sec.

405.1 What is the National Tech-Prep Education Program?

405.2 Who is eligible for an award?

405.3 What activities may the Secretary fund?

405.4 What regulations apply?

405.5 What definitions apply?

Subpart B—How Does One Apply for an Award?

405.10 What must the application contain?

Subpart C—How Does the Secretary Make an Award?

405.20 How does the Secretary evaluate an application?

405.21 What selection criteria does the Secretary use?

405.22 What additional factors does the Secretary consider?

Subpart D—What Conditions Must Be Met After an Award?

405.30 What are the evaluation requirements?

405.31 May the Secretary restrict the use of funds for equipment?

Authority: 20 U.S.C. 2394-2394e, unless otherwise noted.

Subpart A—General

§405.1 What is the National Tech-Prep Education Program?

The National Tech-Prep Education Program provides financial assistance for projects that develop and operate four-year sequences of study designed to provide a tech-prep education program leading to a two-year associate degree or a two-year certificate and provides, in a systematic manner, strong comprehensive links between secondary schools and postsecondary educational institutions.

(Authority: 20 U.S.C. 2394(b))

§405.2 Who is eligible for an award?

(a) Awards are provided to consortia described in 34 CFR 406.30.

(b) Members of a consortium shall—

(1) Apply jointly to the Secretary for funds; and

(2) Enter into an agreement, in the form of a single document signed by all members, designating one member of the consortium as the applicant and the grantee. The agreement must also detail the role each member plans to perform, and must bind each member to every statement and assurance made in the application.

Cross-Reference: See 34 CFR 75.127-75.129—Group Applications

(Authority: 20 U.S.C. 2394a(a))

§405.3 What activities may the Secretary fund?

(a) The Secretary provides grants and cooperative agreements for projects to develop and operate a four-year tech-prep education program.

(b) Each project assisted under this part must meet the requirements in 34 CFR 406.3(b)(1) through (7) and may also perform the activities described in 34 CFR 406.3(c).

(Authority: 20 U.S.C. 2394a(a) and 2394b)

§405.4 What regulations apply?

The following regulations apply to the National Tech-Prep Education Program:

(a) The regulations in this Part 405.

(b) The regulations in 34 CFR Part 400.

(Authority: 20 U.S.C. 2394-2394e)

§405.5 What definitions apply?

The definitions in 34 CFR 406.5 apply to this part.

(Authority: 20 U.S.C. 2394e)

Subpart B—How Does One Apply for an Award?

§405.10 What must the application contain?

The application must contain—

(a) An articulation agreement between the participants in a consortium;

(b) A three-year plan for the development and implementation of project requirements under §405.3;

Cross-Reference: See 34 CFR 75.117

(Approved by the Office of Management and Budget under Control No. 1830-0013)

(c) A copy of the transmittal letters the consortium sent to the State educational agency and the State agency for higher education of the State in which the consortium is located in order to notify those agencies that the consortium has submitted an application to the Secretary and to provide those agencies with a copy of the consortium's application; and

(d) Information that indicates whether the consortium is composed of either urban participants or rural participants.

(Authority: 20 U.S.C. 2394b(b)(1) and 2394c(a), (b), (e), and (f))

Subpart C—How Does the Secretary Make an Award?

§405.20 How does the Secretary evaluate an application?

(a) The Secretary evaluates an application on the basis of the criteria in §405.21.

(b) The Secretary may award up to 100 points, including a reserved 15 points to be distributed in accordance with paragraph (d) of this section, based on the criteria in §405.21.

(c) Subject to paragraph (d) of this section, the maximum possible score for each criterion is indicated in parentheses after the heading for each criterion.

(d) For each competition, as announced in a notice published in the *Federal Register*, the Secretary may assign the reserved 15 points among the criteria in §405.21.

(e) The Secretary awards up to five points to applications that—

(1) Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs. Acceptable documentation of employment placement includes letters of commitment from employers to hire individuals who complete the program;

(2) Are developed in consultation with business, industry, and labor unions; and

(3) Address effectively the issues of dropout prevention and re-entry and the needs of minority youths, youths of limited English proficiency, youths with disabilities, and disadvantaged youths.

(Authority: 20 U.S.C. 2394-2394e)

§405.21 What selection criteria does the Secretary use?

The Secretary uses the following criteria to evaluate an application:

(a) *Program factors.* (10 points) The Secretary reviews the quality of the proposed project to assess the extent to which—

(1) The proposed project demonstrates the need for and the soundness of the rationale for developing a tech-prep education program between or among the consortium participants;

(2) The proposed project will provide tech-prep education that is designed to meet current and projected occupational needs;

(3) The proposed project demonstrates that course offerings will have a strong relationship between mathematics, science, and communication and technical preparation in engineering technology, applied science, mechanical, industrial or practical art or trade, agriculture, health, or business in both the secondary and postsecondary or apprenticeship programs;

(4) The articulation agreement between the participants in the consortium is appropriate to the needs and resources of the consortium participants;

(5) The in-service training for teachers is designed to train teachers to implement tech-prep education program curricula effectively;

(6) The training activities for counselors are designed to enable counselors to more effectively—

(i) Recruit students for tech-prep education programs;

(ii) Ensure that students successfully complete tech-prep education programs; and

(iii) Ensure that students are placed in appropriate employment; and

(7) Preparatory services are provided that assist all populations to participate in tech-prep education programs.

(b) *Educational significance.* (10 points) The Secretary reviews each application to determine the extent to which the applicant—

(1) Bases the proposed tech-prep education program on successful model education programs that include components similar to the components required by this program, as evidenced by empirical data from these programs in such factors as—

(i) Student performance and achievement in such subjects as mathematics, science, communication, and technologies;

(ii) High school graduation;

(iii) Placement of students in jobs, including the military; and

(iv) Successful transfer of students to a variety of postsecondary educational programs;

(2) Proposes project objectives that contribute to the improvement of education;

(3) Proposes to use unique and innovative techniques to produce benefits that address educational problems and needs that are of national significance; and

(4) Will be developed, implemented, operated, and demonstrated within the grant period.

(c) *Plan of operation.* (15 points) The Secretary reviews each application to determine the quality of the plan of operation for the project, including—

(1) The quality of the design of the project, including whether the design will result in the project being developed, implemented, operated, and demonstrated within the grant period;

(2) The extent to which the plan of management is effective and ensures proper and efficient administration of the project between or among consortium participants over the award period;

(3) How well the objectives of the project relate to the purpose of the program;

(4) The quality of the applicant's plan to use its resources and personnel to achieve each objective; and

(5) How the applicant will ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, gender, age, or disabling condition.

(d) *Evaluation plan.* (15 points) The Secretary reviews each application to determine the quality of the project's evaluation plan, including the extent to which the plan—

(1) Is clearly explained and is appropriate to the project;

(2) To the extent possible, is objective and will produce data that are quantifiable;

(3) Identifies expected outcomes of the participants and how those outcomes will be measured;

(4) Includes activities during the formative stages of the project to help guide and improve the project, as well as a summative evaluation that includes recommendations for replicating project activities and results;

(5) Includes, at a minimum, a description of the participant data to be collected based on the project objectives; tracking and follow-up of progress by all project participants throughout the project period; and outcome measures to be used for each objective;

(6) Will provide a comparison between

intended and observed results, and lead to the demonstration of a clear link between the observed results and the specific treatment of project participants; and

(7) Will yield results that can be summarized and submitted to the Secretary for review by the Department's Program Effectiveness Panel.

(e) *Demonstration and dissemination.* (10 points) The Secretary reviews each application for information to determine the effectiveness and efficiency of the plan for demonstrating and disseminating information about project activities and results throughout the project period, including—

(1) High quality in the design of the demonstration and dissemination plan and procedures for evaluating the effectiveness of the dissemination plan;

(2) Identification of target groups and provisions for publicizing the project at the local, State, and national levels by conducting or delivering presentations at conferences, workshops, and other professional meetings and by preparing materials for journal articles, newsletters, and brochures;

(3) Provisions for demonstrating the methods and techniques used by the project to others interested in replicating these methods and techniques, such as by inviting them to observe project activities;

(4) A description of the types of materials the applicant plans to make available to help others replicate project activities and the methods for making the materials available; and

(5) Provisions for assisting others to adopt and successfully implement the project or methods and techniques used by the project.

(f) *Key personnel.* (10 points)

(1) The Secretary reviews each application to determine the quality of key personnel the applicant plans to use on the project, including—

(i) The qualifications, in relation to the project requirements, of the project director;

(ii) The qualifications, in relation to the project requirements, of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (f)(1)(i) and (ii) of this section will commit to the project; and

(iv) How the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or disabling condition.

(2) To determine personnel qualifications under paragraphs (f)(1)(i) and (ii) of this section, the Secretary considers—

(i) The experience and training of key personnel in project management and in fields related to the objectives of the project; and

(ii) Any other qualifications of key personnel that pertain to the quality of the project.

(g) *Budget and cost effectiveness.* (10 points) The Secretary reviews each application to determine the extent to which—

(1) The budget is cost effective and adequate to support the project activities;

(2) The budget contains costs that are reasonable and necessary in relation to the objectives of the project; and

(3) The budget proposes using non-Federal resources from appropriate employment, training, and education agencies in the State to provide project services and activities and to acquire tech-prep education program equipment and facilities.

(h) *Adequacy of resources and commitment.* (5 points)

(1) The Secretary reviews each application to determine the extent to which the applicant plans to devote adequate resources to the project. The Secretary considers the extent to which—

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(2) The Secretary reviews each application to determine the commitment to the project, including whether the—

(i) Uses of non-Federal resources are adequate to provide project services and activities, especially resources of community organizations and State and local educational agencies; and

(ii) Applicant has the capacity to continue, expand, and build upon the project when Federal assistance under this part ends.

(Approved by the Office of Management and Budget under Control No. 1830-0013)

(Authority: 20 U.S.C. 2394-2394e)

§405.22 What additional factor does the Secretary consider?

(a) After evaluating the applications according to the criteria in §405.21, the Secretary determines whether the most highly rated applications are equitably distributed between consortia of urban participants and consortia of rural participants.

(b) The Secretary may select other applications for funding if doing so would improve the urban and rural distribution of projects funded under this program.

(Authority: 20 U.S.C. 2394c(e))

Subpart D—What Conditions Must Be Met After an Award?

§405.30 What are the evaluation requirements?

(a) Each grantee must provide and budget for an independent evaluation of grant activities.

(b) The evaluation shall be both formative and summative in nature.

(c) The evaluation must be based on student achievement, completion, placement rates, and project and product spread and transportability.

(d) A proposed project evaluation design must be submitted to the Secretary for review and approval prior to the end of the first year of the project period.

(e) A summary of evaluation activities and results that can be reviewed by the Department's Program Effectiveness Panel must be submitted to the Secretary during the last year of the project period.

(f) Reports documenting evaluation activities must be included as appendices to the grant recipient's annual and final performance reports.

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(Authority: 20 U.S.C. 2394-2394e)

§405.31 May the Secretary restrict the use of funds for equipment?

The Secretary may restrict the amount of Federal funds made available for equipment purchases to a certain percentage of the total grant for a project. The Secretary may announce through a notice published in the *Federal Register* the percentage of project funds that may be used for the purchase of equipment.

(Authority: 20 U.S.C. 2394-2394e)

8. A new Part 406 is added to read as follows:

PART 406—STATE-ADMINISTERED TECH-PREP EDUCATION PROGRAM

Subpart A—General

Sec.

406.1 What is the State-Administered Tech-Prep Education Program?
406.2 Who is eligible for an award?
406.3 What activities may the Secretary fund?
406.4 What regulations apply?
406.5 What definitions apply?

Subpart B—How Does a State Apply for a Grant?

406.10 What must the State application contain?

Subpart C—How Does the Secretary Make a Grant to a State?

406.20 How does the Secretary make allotments?
406.21 How does the Secretary make reallotments?

Subpart D—What Conditions Must be Met After a State Receives an Award?

406.30 Who is eligible to apply to a State for an award?
406.31 How does a State carry out the State-Administered Tech-Prep Education Program?

406.32 What are the local application requirements?
406.33 What are the reporting requirements?

Authority: 20 U.S.C. 2394-2394e, unless otherwise noted.

Subpart A—General

§406.1 What is the State-Administered Tech-Prep Education Program?

If the annual appropriation for tech-prep education exceeds $50,000,000, the State-Administered Tech-Prep Education Program provides financial assistance for—

(a) Planning and developing four-year programs designed to provide a tech-prep education program leading to a two-year associate degree or certificate; and

(b) Planning and developing, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions.

(Authority: 20 U.S.C. 2394(b))

§406.2 Who is eligible for an award?

A State board of vocational education (State board) in the fifty States, Puerto Rico, the District of Columbia, or the Virgin Islands is eligible for an allotment under this program.

(Authority: 20 U.S.C. 2394a(b))

§406.3 What activities may the Secretary fund?

(a) The Secretary makes allotments to State boards to provide funding for consortia described in §406.30 for tech-prep education projects.

(b) A State board assists projects that must—

(1) Be carried out under an articulation agreement between the members of the consortium;

(2) Consist of the two years of secondary school preceding graduation and two years of higher education, or an apprenticeship training program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;

(3) Include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;

(4) Include in-service training for teachers that—

(i) Is designed to train teachers to implement tech-prep education program curricula effectively;

(ii) Provides for joint training for teachers from all participants in the consortium; and

(iii) May provide training on weekends, evenings, or during the summer in the form of sessions, institutes, or workshops;

(5) Include training activities for counselors designed to enable counselors to more effectively—

(i) Recruit students for tech-prep education programs;

(ii) Ensure that students successfully complete tech-prep education programs; and

(iii) Ensure that students are placed in appropriate employment;

(6) Provide equal access to the full range of tech-prep education programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of these individuals so that these individuals have an opportunity to enter tech-prep education that is equal to the opportunity afforded to the general student population; and

(7) Provide preparatory services that assist all populations to participate in tech-prep education programs.

(c) A project assisted under this part may also—

(1) Provide for the acquisition of tech-prep education program equipment; and

(2) Acquire, as part of the planning activities of the tech-prep education program, technical assistance from State or local entities that have successfully designed, established, and operated tech-prep education programs.

(Authority: 20 U.S.C. 2394a, 2394b)

§406.4 What regulations apply?

The following regulations apply to the State-Administered Tech-Prep Education Program:

(a) The regulations in this Part 406.

(b) The regulations in 34 CFR Part 400.

(Authority: 20 U.S.C. 2394-2394e)

§406.5 What definitions apply?

(a) The definitions in 34 CFR 400.4 apply to this part.

(b) The following definitions also apply to this part:

Articulation agreement means a commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

Community college—

(1) Has the meaning provided in 34 CFR 400.4 for the term *Institution of higher education* for an institution that provides not less than a two-year program that is acceptable for full credit toward a bachelor's degree; and

(2) Includes tribally controlled community colleges.

Institution of higher education includes an institution offering apprenticeship programs of at least two years beyond the completion of secondary school, and includes, in addition to the institutions covered by the definition of the term *institution of higher education* in 34 CFR 400.4, a—

(1) Proprietary institution of higher education;

(2) Postsecondary vocational institution;

(3) Department, division, or other administrative unit in a college or university that provides primarily or exclusively an accredited program of education in professional nursing and allied subjects leading to the degree of bachelor of nursing, or to be an equivalent degree, or to a graduate degree in nursing; and

(4) Department, division, or other administrative unit in a junior college, community college, college, or university that provides primarily or exclusively an accredited two-year program of education in professional nursing and allied subjects leading to an associate degree in nursing or an equivalent degree.

Tech-prep education program means a combined secondary and postsecondary program that—

(1) Leads to an associate degree or two-year certificate;

(2) Provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;

(3) Builds student competence in mathematics, science, and communications (including through applied academics) through a sequential course of study; and

(4) Leads to placement in employment.

(Authority: 20 U.S.C. 1088 and 2394e)

Subpart B—How Does a State Apply for a Grant?

§406.10 What must the State application contain?

To receive a grant under this program, a State board shall submit an application to the Secretary at such time, in such manner, as the Secretary prescribes. The State board may submit an application along with the State plan submitted in accordance with 34 CFR 403.30. The application must include a description of—

(a) The requirements for State board approval of funding of a local tech-prep education project, including—

(1) Whether the State board intends to make awards on a competitive basis or on the basis of a formula; and

(2) If a formula is to be used, a description of that formula;

(b) How the State board will perform the following:

(1) Approve applications based on their potential to create an effective tech-prep education program as described in §406.3(b).

(2) Give special consideration to applicants that—

(i) Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;

(ii) Are developed in consultation with

business, industry, and labor unions; and

(iii) Address effectively the issues of dropout prevention and re-entry and the needs of minority youth of limited English proficiency, youth with disabilities, and disadvantaged youth;

(3) Ensure an equitable distribution of assistance between urban and rural consortium participants;

(c) How the State board will ensure that local recipients meet the requirements of this program; and

(d) How activities under this program will be coordinated with other tech-prep education programs, services, and activities provided under the State plan.

(Approved by the Office of Management and Budget under Control No. 1830-0029)

(Authority: 20 U.S.C. 2394c(b)-(e))

Subpart C—How Does the Secretary Make a Grant to a State?

§406.20 How does the Secretary make allotments?

The Secretary determines the amount of each State's allotment according to a formula in section 101(a)(2) of the Act.

(Authority: 20 U.S.C. 2394a(b)(1))

§406.21 How does the Secretary make reallotments?

(a)(1) If the Secretary determines that any amount of a State's allotment under §406.20 will not be required for any fiscal year for carrying out the program under this part, the Secretary reallots those funds to one or more States that demonstrate a current need for additional funds and the ability to use them promptly and effectively upon reallotment.

(2) The Secretary announces in the *Federal Register* the dates on which funds will be reallotted.

(b)(1) No funds reallotted under paragraph (a) of this section may be used for any purpose other than the purposes for which they were appropriated.

(2) Any amount reallotted to a State under paragraph (a) of this section remains available for obligation during the succeeding fiscal year and is deemed to be part of the State's allotment for the fiscal year in which the reallotted funds are obligated.

(Authority: 20 U.S.C. 2311(a) and (d) and 2394a(b)(1))

Subpart D—What Conditions Must be Met After a State Receives an Award?

§406.30 Who is eligible to apply to a State for an award?

(a) A State board shall provide subgrants or contracts to consortia between—

(1) A local educational agency, intermediate educational agency, area vocational education school serving secondary school students, or secondary school funded by the Bureau of Indian Affairs; and

(2) A nonprofit institution of higher education that—

(i) Is qualified as an institution of higher education as defined in §406.5, including institutions receiving assistance under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 *et seq.*);

(ii) Is not prohibited from receiving assistance under Part B of the Higher Education Act of 1965 pursuant to the provisions of section 435(a)(3) of that Act; and

(iii) Offers a two-year associate degree program, a two-year certificate program, or a two-year apprenticeship training program that follows secondary instruction; or

(3) A proprietary institution of higher education that—

(i) Is qualified as an institution of higher education as defined in §406.5;

(ii) Is not subject to a default management plan required by the Secretary; and

(iii) Offers a two-year associate degree program.

(b) A consortia must include at least one entity from paragraph (a)(1) of this section and at least one entity from either paragraph (a)(2) or (a)(3) of this section, and may include more than one entity from each group.

(Authority: 20 U.S.C. 2394a)

§406.31 How does a State carry out the State-Administered Tech-Prep Education Program?

(a) A State board carries out the program by—

(1) Providing State administration of its grant; and

(2) Awarding subgrants or contracts to eligible consortia on a competitive basis or on the basis of a formula determined by the State board.

(b) A State board may use funds reserved under 34 CFR 403.180(b)(3) to provide support for the State-administered Tech-Prep Education Program.

(c) A State board may use no more than the amount of funds from its award under this part that is necessary and reasonable for—

(1) The proper and efficient administration of this program; and

(2) Technical assistance to promote or enhance the quality and effectiveness of the State's tech-prep education program.

(Authority: 20 U.S.C. 2331(c)(2); 2394a(b))

§406.32 What are the local application requirements?

(a) Each consortium that desires to receive an award shall submit an application to the State board.

(b) The application must be submitted at the time and contain the information prescribed by the State board, and must contain—

(1) An articulation agreement between the participants in the consortium; and

(2) A three-year plan for the development and implementation of activities under this part.

(Approved by the Office of Management and Budget under Control No. 1830-0030)

(Authority: 20 U.S.C. 2394c(a)-(b))

§406.33 What are the reporting requirements?

The State board shall, in conjunction with recipients of subgrants and contracts, with respect to assistance received under this part, submit to the Secretary reports as may be required by the Secretary to ensure that grantees are complying with the requirements of this part.

(Approved by the Office of Management and Budget under Control No. 1830- 0030)

(Authority: 20 U.S.C. 2394a-2394e)

9. Part 407 is revised to read as follows:

6. Perkins Act, Section 118(c)—Special Populations Criteria

SEC. 118. CRITERIA FOR SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS.

(c) **ASSURANCES.**—Each eligible recipient that receives assistance under title II shall provide assurances that such eligible recipient shall—

(1) assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;

(2) assess the special needs of students participating in programs receiving assistance under title II with respect to their successful completion of the vocational education program in the most integrated setting possible;

(3) provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps—

(A) curriculum modification;

(B) equipment modification;

(C) classroom modification;

(D) supportive personnel; and

(E) instructional aids and devices;

(4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and

(5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

APPENDIX B — DEPARTMENT OF EDUCATION STATEMENTS REGARDING TECH PREP

(Letters and memos issued by the Department of Education in response to questions that have been raised about tech prep)

DEPARTMENT OF EDUCATION

Ms. Beth Keifer
Senior Associate for
Regulatory Affairs
Career College Association
2251 Wisconsin Avenue, NW
Washington, D.C. 20007-4181

Dear Ms. Keifer:

This is in response to your recent letter concerning the eligibility of proprietary institutions to participate in the Tech-Prep program authorized by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

On August 17, 1991 the Perkins Act was amended by P.L. 102-103 to strike the provision that disqualified a nonprofit institution of higher education from participating in the Tech-Prep program if it were subject to a default management plan required by the Secretary. In place of this condition the Act was amended to disqualify a nonprofit institution of higher education from participating in the Tech-Prep program if it were prohibited from receiving assistance under Part B of the Higher Education Act of 1965 pursuant to the provisions of section 435(a)(3) of that Act.

The effect of this amendment is to make nonprofit institutions of higher education ineligible to participate in the Tech-Prep program if their loan default rate is 35 percent or higher rather than 20 percent or higher.

However, the provision that made proprietary institutions of higher education ineligible to participate in the Tech-Prep program if they are subject to a default management plan was not amended.

These provisions are repeated at section 406.30 of the proposed regulations.

If you understood me to say something other than this in our conversation, then I apologize.

Sincerely,

Betsy Brand

Betsy Brand

FILE COPY

OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE
PAS	Johns	11/12				OAS	Brand	11/18/91
OAS	Scott	11/18						

NOV 21 1991

Dr. Frank M. Santoro
Director of Vocational and
Adult Education
State Department of Education
22 Hayes Street
Providence, Rhode Island 02908

Dear Dr. Santoro:

This is in response to your letter addressed to Dr. Marcel DuVall of my staff, dated October 30, 1991, requesting clarification on tech-prep provisions of the Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II).

The law is quite clear about the content of the tech-prep education program under Title III, Part E. It is to consist of the last two years of high school and the first two years of postsecondary education; it is a 2 + 2 program. Under Part E, tech-prep cannot start at the 9th or 10th grade levels. Since many of your school systems offer Biology and Chemistry at the 9th and 10th grade levels, we would suggest that your locals fund these applied courses either under Title II, Part C, or with non-Federal funds. You cannot use Title III, Part E, funds for this purpose.

As for your second request, the Exploring Technology Education program, the State can use funds from the 8.5 percent State programs and State leadership category (see Section 201(c)(4)). This program can continue to be funded with Federal funds but not under the tech-prep education program, Title III, Part E, or under "pre-vocational" (a term not used in Perkins II).

If you need additional assistance, please do not hesitate to contact us.

Sincerely,

for Elaine D. McCormick
Winifred I. Warnat
Director
Division of Vocational-Technical
Education

DEPARTMENT OF EDUCATION

JUN 5 1992

Dr. Thomas A. Henry
Assistant Commissioner
Division of Vocational Education
Department of Education
CN-500
Trenton, New Jersey 08625-0500

Dear Dr. Henry:

The purpose of this letter is to clarify earlier responses to you concerning the requirements of the Tech-Prep Program under Part E of Title III of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Under section 343(a)(2)(A) of the Act, to be eligible to be a member of a consortium and receive funds under this authority a nonprofit institution of higher education must offer a two-year associate degree program, a two-year certificate program, or a two-year apprenticeship program that follows secondary instruction. However, a consortium established under this authority may enter into agreements with institutions of higher education that do not meet these requirements to provide for services or educational programs that lead to an associate degree or two-year certificate for students enrolled in a Tech-Prep Program.

You also raised a question about a Tech-Prep consortium funding a program for which a community college has not yet obtained State degree-granting authority. A consortium may initiate a Tech-Prep program for which an institution of higher education does not have degree-granting authority if it is anticipated that the institution will have such degree-granting authority for the program at the time of enrollment of students in the postsecondary portion of the Tech-Prep program.

I hope this letter clarifies our earlier responses.

Sincerely,

Brand

Betsy Brand

FILE COPY

OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE	OFFICE	SURNAME	DATE
PAS	Johns	6/3/92				OPS	Brand	6/5/92
OPD	Scott	6/4/92	/					
		[illegible]						

Mr. Dan Hull
Center for Occupational Research
  and Development
601 C Lake Air Drive
Waco, Texas 76710

Dear Dan:

This is in response to your recent letter concerning the eligibility of applied academic courses for funding under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

If an applied academic course is an integral part of the vocational program of instruction then it is eligible for funding under the Perkins Act. The content of the applied academic course must be directly and specifically related to the occupational skills being taught in a vocational education program.

A generalized applied academic course that is part of the regular academic program available to all students whether vocational education students or not is not eligible for funding under the Perkins Act.

I realize that there will be instances where the distinction between a vocational applied academic course and a generalized applied academic course might be difficult to make. A useful criterion to apply is to determine the extent to which an applied academic course is specifically designed to serve vocational education students in a particular vocational education program.

I hope this letter has been responsive to your concerns. I am forwarding a copy of this letter to the Texas Education Agency.

Sincerely,

Betsy Brand

cc: Dr. J.R. Cummings

OCT 16 1992

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

PROGRAM MEMORANDUM OVAE/DVTE - FY 93 - 2

SENT BY: Winifred I. Warnat, Director W.I. Warnat
Division of Vocational-Technical Education

SENT TO: State Directors of Vocational-Technical Education
State Directors of Community, Technical and Junior Colleges
Executive Directors, State Councils on Vocational Education
Tech-Prep Education Coordinators

SUBJECT: ED Evaluation of Tech-Prep Education Programs

The following is in response to States' request for guidance on the type of data the States should be collecting for the State-Administered Tech-Prep Education Program (Title III, Part E).

Section 346(b) of the Carl Perkins Vocational and Applied Technology Education Act of 1990 requires that the Secretary of Education submit a report to Congress on the effectiveness of the Tech-Prep Education Program. To comply with this requirement, the Department of Education's Office of Policy and Planning, in cooperation with the Office of Vocational and Adult Education, will conduct an evaluation of the State-Administered Tech-Prep Education Program. The purposes of the evaluation are to: (1) describe tech-prep education programs at the State and local levels, and (2) identify the best practices and effective approaches of local tech-prep education programs for improving vocational education.

The themes for conducting this evaluation are: coordination and articulation, program planning and implementation, access of special populations, participants' characteristics, program staff, program costs, program effects (short-term outcomes), employment outcomes, and program evaluation (procedures).

Four data collection periods are to be scheduled, beginning in the 1993-94 school year and continuing through the 1996-97 school year. The first phase of data collection is the mailing of surveys to all 50 States and Territories on the status of planning, implementation and administration of tech-prep education programs at the state level. All local tech-prep subgrantees will participate in an annual mail survey on students enrolled and types of services provided at the local level.

The second phase of the data collection is an in-depth study of tech-prep activities at the local level to assess impact of the tech-prep education programs on student outcomes. A subset of 10-

12 local programs are to be targeted for this study.

Mathematica Policy Research, Inc., in Princeton, New Jersey is the contractor. The subcontractor is the Northwest Regional Educational Laboratory in Portland, Oregon. A State Coordinator Conference is planned for January of 1993. Mr. Alan M. Hershey is the project director and he can be reached at (609) 799-3535.

While this effort is going on, States are required to submit to OVAE a performance report on or before December 31 of each year. This report is authorized by the Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and covers the 12 month program year July 1 through June 30. The report will be used by this office to inform Congress and other decision-makers of the impact of these funds.

We are asking the States to include in the performance report the following information regarding tech-prep:

1) number of secondary and postsecondary students served;
2) impact of services (urban, rural, or both) provided by the State:
3) description of planning between secondary and postsecondary institutions by occupational instructional areas, including apprenticeship;
4) benefits of programs and services in meeting the needs of special populations, including non-traditional/sex equity;
5) impact of tech-prep professional activities and services on guidance counselors, teachers and others;
6) description of preparatory services provided for students;
7) description of exemplary programs.

We are also asking to include a description of the progress made in implementing the performance standards and core measures for tech-prep programs. The performance report is presently under review for clearance by the Office of Management and Budget (OMB). You will be notified at a later date of the outcome of this review.

We are enclosing "tips" for evaluating tech-prep education programs. These are ideas to consider when preparing to evaluate programs - **these are not requirements**. In addition, the recent dissertation work of Dr. Frank Hammons studied the measures most commonly used by States in evaluating tech-prep programs. For further information, please contact: Frank Hammons, Assistant Professor, College of Education, Vocational Technical Education, University Park Campus, Miami, Florida 33199, telephone (305) 348-2005.

If you have any questions about this matter, please contact the tech-prep team: Nancy Smith Brooks (202) 205-8269, Ron Castaldi (202) 205-8981, Gisela Harkin (202) 205-9037 and Rich DiCola (202) 205-9962.

Enclosures

"TIPS" for Evaluating Tech-Prep Programs

- The most basic purposes for evaluating tech-prep programs are to ensure that **the program produces the intended results for students** and that **the results are used to initiate program improvement activities**. The results are not only used to monitor student progress, assess program effectiveness and student placement in good jobs, but also to communicate benefits and program needs.

- **Evaluation is part of the ongoing operation of tech-prep programs**. The planning, implementation and continuation phases of the project should be included as well as all the key players, including teachers, counselors, members of the business and labor community.

- **Evaluation is to be formative and summative**. The focus is on program changes and improvements and on the program's future. Evaluation includes process and product. It looks at program content, processes, structure, as well as how effective the program is in helping students attain the competencies specified by the state standards and measures and get good jobs.

- **Important steps** in planning evaluation and in using results:
    - identify key program characteristics and expected outcomes (what program area and what student competencies you are evaluating);
    - anticipate possible outcomes and decisions that may result from evaluation (how to formulate specific evaluation questions);
    - identify information sources, select appropriate instruments and methods, develop a data collection plan (how to collect information and answer questions); and
    - summarize and present information (how to use information) (1).

- A number of **critical elements** of tech-prep evaluation have been identified:
    - documenting planning process and changes;
    - linking objectives to learner outcomes;
    - relating learner outcomes to performance standards;
    - selecting evaluation methods;
    - establishing ongoing, systematic evaluation strategies;
    - ensuring utility of evaluation results. (2)

- Developing and implementing an **evaluation plan is critical** to the success of the tech-prep program. Specific outcome indicators, data collection processes, publication of results, and program improvement are components of this plan.

- To **assess program effectiveness include both quantitative measures** (number of program completers, results of standardized tests, etc.) **and measures of student learning and satisfaction** (learning foundation skills, satisfaction with curriculum, counseling services, etc.).

- **Desirable outcomes** include: occupational competency, gains/ attainment related to academic/occupational skills, student/ employer satisfaction, retention/completion, job placement, enrollment, further education.

- **Implementation and outcome issues** that we believe are of particular interest to Congress include:
  - tech-prep curriculum,
  - consortium functioning,
  - employer involvement,
  - higher education involvement,
  - impact of tech-prep as a reform strategy,
  - barriers to planning and implementation,
  - levels of resources and support required,
  - successful strategies to overcome barriers,
  - training programs for teachers and counselors.

---

(1) Faddis, Evans, Hartzell, Ruzicka, and Morimitsu, Handbook for Evaluating Program Implementation, undated.

(2) Illinois State Board of Education, Illinois Tech Prep Planning Strategies, August 1991.

Additional Resources

1) National Center for Research in Vocational Education (NCRVE)
Materials Distribution Service
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800-637-7652

"Strategies for Linking Planning and Evaluation in Vocational Technical Education" by D.E. Elson, J.D. Oliver, D.C. Strickland.

"A Look at Planning and Evaluation Linkages Across the Nation" by D.E. Elson, J.D. Oliver, D.C. Strickland.

"Implementing Tech Prep: A Guide to Planning a Quality Initiative" by D. Bragg.

"Linking Planning and Evaluation in Vocational Education: Issues and Concepts" by M. Asche, D. Strickland, D. Elson.

"An information Exchange on Tech Prep Programs" by W. Norton Grubb and Gerald Hayward.

"Breaking the Mold", national satellite teleconferences
- Building Teams for Tech Prep, 11/10/92
- Involving Key Players in Tech Prep, 12/5/92

2) National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)

National Tech Prep Clearinghouse
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375

3) National Diffusion Network (NDN)
Program Effectiveness Panel (PEP)

"Making the Case: Evidence of Effectiveness in Schools and Classrooms"

US Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134

Grantees funded under the Demonstration Projects for the Integration of Vocational and Academic Learning Program (Model Tech Prep Education Projects) are using the PEP criteria to evaluate their projects.

APPENDIX C — STATE TECH PREP COORDINATORS

1992-93 ROSTER
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APPENDIX D — TECH PREP RESOURCES DIRECTORY

Academic Innovations
3463 State Street, Suite 219, Santa Barbara, CA 93105
Phone (805) 967-8015
Produces Career Choices, an interdisciplinary curriculum to help students select the tech prep program that fits their interests and talents. The curriculum, which lasts either nine weeks or one semester, can be integrated into English classes in the 8th to 10th grades.

Agency for Instructional Technology
Box A, Bloomington, IN 47402-0120
Phone (800) 457-4509 or (812) 339-2203
Fax (812) 333-4218
AIT is a non-profit U.S.-Canadian organization that develops, acquires, and distributes technology-based instructional materials, including video programming, interactive videodiscs, computer software and print materials. Many of the programs, such as an applied communication package, are applicable to tech prep.

American Association of Community Colleges
One Dupont Circle N.W., Suite 410,
Washington, D.C. 20036
Phone (202) 728-0200
Published *The Neglected Majority* by Dale Parnell that focuses on the students that tech prep serves.

American Vocational Association
1410 King Street, Alexandria, VA 22314
Phone (800-826-9972)
As the nation's leading advocate for vocational education, AVA offers numerous tech prep materials. It published *The AVA Guide To The Carl D. Perkins Vocational And Applied Technology Education Act of 1990*, which includes an analysis of the law and its full text. AVA also has materials that educators can use to market tech prep programs.

Bergwall Productions Inc.
540 Baltimore Pike, Chadds Ford, PA 19317
Phone (800) 645-3565 or (215) 388-0405
Fax (215) 388-0405
Offers 30 instructional videos that correlate to the applied mathematics portion of tech prep because they translate specific concepts into technical skill areas. All include study guides. The company also has 22 interactive videos that correlate to applied mathematics.

Career Communications Inc.
6701 W. 64th Street, Overland Park, KS 66202
Phone (800) 669-7795 or (913) 362-7788
Fax (913) 362-4864
Publishes *American Careers*, a magazine to held junior and senior high school students discover their abilities and interests. The magazine features articles on tech prep and vocational education. Published three times during the school year, it comes with a teacher's guide.

Center for Occupational Research and Development (CORD)
P.O. Box 21689, Waco, TX 76702-1689
Phone (800) 231-3015 or (817) 772-8756
Fax (817) 772-8972
CORD is a private, non-profit organization that works with schools to develop tech prep curricula, particularly in applied academics. It has helped develop Principles of Technology, Applied Mathematics and Applied Biology/Chemistry. *Tech Prep Associate Degree: A Win-Win Experience*, a book by Dan Hull and Dale Parnell, is also available. In addition, CORD manages the National Tech Prep Network, which publishes a monthly newsletter, holds conferences and workshops and offers tech prep books and the Tech Prep Resource Series, a group of publications about specialty areas of tech prep such as how to get started, curriculum, marketing and promotion, business and industry involvement, evaluation and counseling.

Center on Education and Work
School of Education, University of Wisconsin-Madison
964 Educational Sciences Bldg., 1025 W. Johnson Street, Madison, WI 53706-1796
Phone (800) 446-0399 or (608) 263-3696
Fax (608) 262-9197
Offers numerous materials on career development and tech prep. Some of the tech prep titles include *Tech Prep & Counseling: A Resource Guide, Tech Prep: Effective & Promising Practices Guide* and *Career Options Planner & Student Portfolio*. The Center also conducts conferences on tech prep.

Delmar Publishers Inc.
3 Columbia Circle, Albany, NY 12212
Phone (800) 347-7707 or (518) 464-3500
Fax (518) 464-0301
Publishes textbooks and materials on applied academics, vocational education and how to choose careers.

Educational Testing Service
Suite 400, 1979 Lakeside Parkway, Tucker, GA 30084
Phone (404) 934-0133 Fax (404) 723-7436
Produces SIGI PLUS, a computerized career-planning resource for schools. It includes facts on hundreds of professions and lets students check salaries, employment opportunities and what skills they need. It can be used to help match tech prep students with occupational opportunities.

Ken Cook Education Systems
12855 W. Silver Spring Drive, P.O. Box 207,
Butler, WI 53007
Phone (800) 362-2665 or (414) 781-3080
Fax (414) 781-8052
Produces articulated interactive courses on diesel, marine and internal combustion engines, in addition to arc, oxyacetylene and MIG and TIG welding. Publications are available in both English and Spanish.

Marketing Education Resource Center
1375 King Ave., P.O. Box 12226,
Columbus, OH 43212-0226
Phone (614) 486-6708
Develops tech prep curriculum models for marketing education programs.

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University, 46 Horrabin Hall,
Macomb, IL 61455
Phone (800) 637-7652
Tech prep-related publications include *The Cunning Hand, the Cultured Mind: Models for Integrating Vocational and Academic Education, Integrating Academic and Vocational Education: Issues in Implementing the Carl Perkins Amendments of 1990, Annotated Resource List: Integration of Academic and Vocational Education,* and a videotape titled *Tech Prep: Developing Cooperative Programs and Partnerships.*

National Center on Education and the Economy
39 State Street, Suite 500, Rochester, NY 14614
Phone (716) 546-7620 Fax (716-546-3145)
Published "America's Choice: High Skills Or Low Wages," a report by the Commission on the Skills of the American Workforce that examines the economic effects of not serving all students' educational needs.

National Tech Prep Clearinghouse
Sangamon State University, F-2,
Springfield, IL 62794-9243
Phone (800) 533-8324 or (217) 786-6375
Fax (217) 786-6036
The Clearinghouse has a collection of tech prep materials from CORD and projects across the country. Materials are available for a free, two-week loan. Staff can compile bibliographies. The collection specializes in how-to materials and program models. It also has legislative information, promotional brochures, articulation agreements, sample proposals, newsletters, applied academics and integrated curricula.

Partnership for Academic and Career Education (PACE)
P.O. Box 587, Highway 76, Pendleton, S.C. 29670
Phone (803) 646-8361, ext. 2107
The PACE consortium publishes materials about curriculum, staff development, apprenticeships, articulation, counseling and advising. The materials are free under a Department of Education grant. The consortium, which serves a three-county area in South Carolina, includes seven school districts, the Tri-County Technical College, the National Dropout Prevention Center, Clemson University's College of Education and area businesses and education organizations.

Piney Mountain Press Inc.
P.O. Box 333, Cleveland, GA 30528
Phone (800) 255-3127 Fax (706) 864-6712
Produces a wide range of tech prep materials, including student handbooks, implementation guides, videos that describe tech prep and computer software that can be used to track student competencies, create lesson plans and generate competency based tests.

Southern Regional Education Board
High Schools That Work Program
592 Tenth St., N.W., Atlanta, GA 30318-5790
Phone (404) 875-9211 Fax (404) 872-1477
The program, which includes school and school system sites in 19 states, has produced numerous publications on academic and vocational integration. They include *Making High Schools Work: Through Integration of Academic and Vocational Education,* a book that includes interviews with dozens of administrators, principals, pilot site coordinators, academic and vocational teachers and counselors.

South-Western Publishing Co.
5101 Madison Road, Cincinnati, OH 45227
Phone (800) 543-0487 or (513) 271-8811
Fax (513) 527-6217
Publishes tech prep materials in applied communications, applied mathematics, applied science, computer literacy and applications, business technology, keyboarding, marketing education, medical assisting and career education.

Technimedia Studios
124-126 S. Fifth Street, Steubenville, OH 43952
Phone (800) 282-5315 or (614) 282-5315
Fax (614) 282-8324
Produces two informational videos about tech prep. *Tech Prep: A Future to Look Forward To* is a 10-minute video that explains tech prep to parents, teachers, counselors and business and industry leaders. *Tech Prep: It's Where the Action Is* is an eight-minute video aimed at students who are making educational choices.

U.S. Department of Education
Office of Vocational and Adult Education
400 Maryland Ave., S.W., MES 4315,
Washington, D.C. 20202-7241
Phone (202) 205-5440
Offers information about model tech prep education projects around the country. These model programs can provide resource materials, technical assistance, in-service training and other forms of professional development.

VAP Foundation
23 Meadow Drive, Camp Hill, PA 17011-8331
Phone (717) 761-3381 Fax (717) 761-5811
Offers promotional and educational videos about tech prep and academic/vocational integration.

Vocational Research Institute (VRI)
1528 Walnut St., Suite 1502, Philadelphia, PA 19102
Phone (800) 874-5387 or (215) 875-7387
Produces the Scannable VRII (Vocational Research Interest Inventory), an interest assessment and vocational exploration guide that can be used in conjunction with tech prep programs.

APPENDIX E — PREPARATORY SERVICES REQUIREMENTS

The Secretary Addresses Preparatory Services

The requirement that consortia provide preparatory services to students before the 11th grade seemingly contradicts the prohibition on offering a tech prep program before the 11th grade. The Secretary addressed this issue at length in the *Federal Register*.

Comments: Several commenters urged that projects be allowed to use tech prep education program funds to provide preparatory services for students enrolled in the tenth and lower grades. The commenters observed that funds for tech prep education programs are restricted to providing services to students beginning in the 11th grade and that this restriction prevents programs from providing preparatory services to students before they become enrolled in tech prep education programs.

Some commenters noted a contradiction in the requirement to provide preparatory services to assist participants in tech prep education programs contained in section 344(b)(7) of the Act and the definition of "preparatory services" contained in Section 521(24) of the Act. One commenter recommended that the definition of "preparatory services" be applied consistently throughout the regulations.

Discussion: The use of the term "preparatory services" in connection with tech prep programs has created confusion. That term as defined in Section 521(24) refers to services for "individuals who are not enrolled in vocational education programs" and includes services that are not applicable to students who are enrolled in vocational education programs, such as outreach and recruitment. Section 344(b)(7) of the Act requires the inclusion of "preparatory services" that will assist all participants enrolled in tech prep programs. Thus, the Secretary agrees that the requirement to provide preparatory services to all participants under Section 344(b)(7) of the Act is inconsistent with the definition of "preparatory services" in Section 521(24) of the Act, which includes only services to individuals not enrolled in vocational education. Item 182 of the Conference Report accompanying the Act indicates that the requirement to provide preparatory services to all participants originated in Section 212(b)(6) of the Senate amendment as a requirement to provide pre-vocational programs that assist the participants in Sections 223 and 242 of the Senate amendment, which included discrete populations such as the economically disadvantaged, criminal offenders, and single parents. (H.R. Rep. No. 660, 101st Cong. 2nd Session 138 [1990]). The conferees agreed to make a conforming amendment to change "pre-vocational" to "preparatory" and without explanation change "participants" in section 223 and 242 to "all populations" — not all participants.

Changes: The language of § 406.3(b)(7) has been changed to indicate that preparatory services must be provided under tech prep education programs for all populations. A conforming change has been made to § 405.21(a)(7).

APPENDIX F — COST PRINCIPLES AND GRANT ADMINISTRATIVE REQUIREMENTS

CHAPTER 3 *

OVERVIEW OF FEDERAL AUTHORITIES

5. Education Department General Administrative Regulations (EDGAR)

The Department's General Administrative Regulations for the Perkins Basic Grant Programs are set forth at 34 CFR Part 76. These EDGAR regulations provide guidance as to how a state applies to the Department for a grant, how local recipients apply to the state for sub-grants, the conditions which must be met by the state and its sub-grantees, the administrative responsibilities of the state and its sub-grantees and the procedures used by the Secretary to secure compliance with these administrative regulations. EDGAR also contains the general administrative regulations for all of the Perkins Act discretionary programs administered by the Secretary. These EDGAR regulations are set forth at 34 CFR Part 75. To the extent that the EDGAR regulations are inconsistent with the Perkins statute or regulations, the specific program statute and regulations control.

8. Principles For Determining Costs Applicable to Grants and Contracts With State and Local Governments

OMB Circular A-87 provides very important guidance to recipients of Perkins funds on allowable costs. Specifically, this circular describes allowable costs, unallowable costs and costs that are allowable only with the approval of the U.S. Education Department. This circular sets out the requirements pertaining to direct costs, indirect costs and cost allocation plans. These requirements are explained on the following pages.

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* **Reprinted from the *AVA Audit Handbook*.**

CHAPTER 6*

IDENTIFYING ALLOWABLE COSTS

Expenses charged to a Perkins grant must be spent for appropriate purposes. Each cost also must fit into the category of allowable expenses as defined in the Education Department General Administrative Regulations (EDGAR).

The regulations provide that federally assisted programs must bear their fair share of costs. Only certain costs may be allocated to the Perkins grant, and those must be adequately administered and documented. Costs fall into three categories for federal grant purposes—allowable, allowable only with prior grantor approval or not allowable.

Allowable Costs Criteria

All allowable costs, with or without prior approval, must meet three primary criteria. You must first be able to show the cost was **necessary and reasonable** for proper and efficient administration of the Perkins project.

Second, the cost must be **allocable** to the Perkins project. A cost is considered allocable to a particular federal program to the extent it actually benefits the objectives of that program. Therefore, if you can show the project's objective was actually advanced by the cost incurred, the cost will be considered allocable.

Allowable Costs

necessary and reasonable

allocable

not a general expense

The third criterion is that a cost must **not be a general expense** required to carry out your agency's overall responsibilities.

Allowable Costs

EDGAR sets out standards for determining the allowability of certain costs under Perkins. Allowable costs include personnel expenses, discussed in detail in this section, as well as general expenses required to administer the project that would not otherwise be incurred for the general administration of a state or local agency. These would include expenses incurred for:

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* Reprinted from the *AVA Audit Handbook*.

(1) establishment and maintenance of accounting or other information systems to the extent they relate to grant project management, but not as related to central accounting, which would be considered a general agency expense;

(2) advertising to recruit personnel, solicit bids for goods and services, provide for disposal of scrap or surplus materials acquired in the performance of the grant and for other purposes specifically provided for in the state plan or local application;

(3) operation of technical advisory councils at the state or local level;

(4) audits related to the Perkins project;

(5) development, preparation, presentation and execution of budgets, except for central budgeting expenses;

(6) disbursement of federal funds, such as processing checks or warrants;

(7) legal expenses required in grant administration or in connection with audit appeals (legal expenses for the prosecution of other claims against the federal government are not allowable);

(8) printing and reproduction of forms, reports and manuals related to the Perkins project administration, allowable only when provided for in the grant agreement;

(9) travel costs including transportation, lodging and subsistence costs for employees on official business incident to the project.

Travel costs may be charged on either a per-diem or actual-costs basis or a combination thereof, provided the method used is applied to an entire trip and results in charges consistent with those normally allowed in like circumstances in the recipient's non-federally sponsored activities. Perkins funds may be used to cover the costs of attending conferences such as the AVA Convention to the extent you can demonstrate such expenditures directly relate to the improvement of funded program(s)/project(s).

Other general allowable expenses include the following:

- Bonding
- Building lease management
- Central stores
- Communications
- Depreciation and use allowances
- Exhibits
- Maintenance and repair
- Materials and supplies
- Memberships, subscriptions and professional activities
- Motor pools
- Procurement services
- Taxes
- Transportation.

All these general expenses are allowable to the extent that they are necessary to administer the grant project. The costs will be disallowed, however, if the U.S. Department of Education determines they are general costs of local government administration that would have been incurred regardless of the implementation of the Perkins project. Charges to federal grants also must comply with state and local procurement and expenditure rules.

Personnel Expenses

In general, employee compensation is an allowable expense under the Perkins Act. Wages and salaries charged to the project must be reasonable. To determine reasonableness, the salaries will be compared with those paid for similar work in other activities your agency carries out. If there are no comparable activities, the salaries will be considered reasonable to the extent they are comparable to those paid for similar work in the labor market.

Salary charges must be documented by payroll records maintained in accordance with the generally accepted practice of the state or local agency. This means a federal audit may question salaries if payroll records do not comply with state or local law, even if the salaries clearly supported allowable activities under the federal grant.

Payrolls must be supported by individual employee time and attendance records. If an employee divides his or her time between more than one federally supported project (say, for example, Perkins and Chapter I), EDGAR requires that the employee keep records of time distribution between projects. Additionally, if an employee works on two or more grant objectives under Perkins (such as sex equity and tech-prep), time distribution records are necessary.

Allowable personnel costs also include employee fringe benefits and employee morale, health and welfare costs. Benefits such as life and health insurance, unemployment insurance, worker's compensation and pension plans are allowable provided such benefits are granted under approved plans and are distributed equitably to the Perkins projects and to other non-grant activities. Employee morale, health and welfare costs include costs such as employee infirmaries and recreational facilities. Any income

Perkins Act Expenditures

ALLOWABLE

- Accounting
- Advertising
- Advisory councils
- Audit service
- Bonding
- Budgeting
- Building lease management
- Central stores
- Communications
- Compensation for personal services
- Depreciation and use allowance
- Disbursing service
- Employee fringe benefits
- Employee morale, health and welfare costs
- Materials and supplies
- Memberships, subscriptions and professional activities
- Motor pools
- Payroll preparation
- Personnel administration
- Printing and reproduction
- Procurement service
- Taxes
- Training and education
- Transportation
- Travel
- Exhibits
- Legal expenses
- Maintenance and repair

ALLOWABLE WITH PRIOR APPROVAL

- Automatic data processing
- Building space and related facilities rearrangements and alterations. Occupancy of space under rental-purchase or lease with option-to-purchase agreement
- Pre-agreement costs
- Professional services (outside agencies or consultants)
- Proposal costs
- Capital expenditures
- Insurance and indemnification (some types)
- Management studies (outside agencies or consultants)

UNALLOWABLE

- Bad debts
- Contingencies
- Contributions and donations
- Entertainment
- Fines and penalties
- Governor's expenses
- Interest and other financial costs
- Legislative expenses
- Underrecovery of costs under grant agreements
- Any costs not necessary and reasonable
- Any costs not allocable to the program
- General expenses required to carry out the overall responsibilities of government

from those facilities must be offset against grant expenses. Personnel costs also include personnel administration as well as employee training and recruitment costs.

Costs Allowable with Prior Approval

Certain costs are allowable under Perkins and related programs, but only with prior approval of the U.S. Department of Education.

Generally, the costs for building space and related maintenance are allowable costs regardless of prior approval. However, if costs are charged to the Perkins project for **building space during periods of non-occupancy**, authorization is required. General rental and maintenance costs are allowable, but approval must be obtained for costs incurred for **rearrangement and alteration of facilities** that will materially increase their value or useful life. In addition, the cost of space procured under a **rental-purchase or lease with option-to-purchase agreement** is allowable only with prior approval.

Prior approval also is required for most categories of **capital expenditures.** This includes the cost of facilities or other capital assets as well as repairs to those assets that materially increase their value or useful life. If the asset is later sold or no longer available for project-related use, the federal government's equity in the asset must be refunded in the same proportion as federal participation in its costs. The regulations also give special mention to the requirement of prior approval for acquiring automatic data processing equipment.

Insurance and **indemnification** also have prior approval requirements in limited cases. The cost of insurance required under a grant agreement is allowable, but certain limitations apply to other insurance costs connected with the general conduct of activities. Clearly, all insurance costs must be in accordance with general state or local government policy and sound business practices. Insurance for the risk of loss or damage of federal government property must be specifically approved, as must contributions to a reserve for a self-insurance program.

USDE will indemnify grantees against liabilities to third persons or other losses not compensated by insurance only to the extent expressly provided for in the grant agreement. Actual losses that could have been covered by permissible insurance are not chargeable unless expressly provided for in the grant agreement. However, costs incurred because of losses not covered under nominal deductible insurance coverage provided in keeping with sound management practice, and minor losses not covered by insurance, are allowable.

In addition, **costs incurred prior to the effective date** of the grant or costs of preparing proposals on potential federal government grant agreements are allowable only when specifically provided for in the grant agreement.

Costs Not Allowed

As previously noted, any costs considered general costs of government are not allowable charges to the Perkins Act or similar federal programs. The salaries and expenses of the office of the state governor or chief executive of a political subdivision, for example, are not allowable. Salaries and other expenses of state or local legislatures and school boards also are not allowable.

The regulations also contain a list of other costs that are not allowable. Prior approval of the U.S. Department of Education **cannot** make them allowable. No federal official can waive these requirements. Specific costs not allowed include:

(1) contributions to a contingency reserve for unforeseen events;

(2) costs resulting from violations of, or failure to comply with, federal, state and local laws and regulations;

(3) interest on borrowings, bond discounts, costs of financing and refinancing operations, and legal and professional fees paid in connection therewith.

"Interest" in this area can be very tricky. For example, if you purchase computer equipment on an installment sales contract, part of your payments will be interest and not allowable. However, if the equipment is leased under a lease agreement, the payment may or may not be termed "interest." You must review the contract very carefully to make certain there is no reference to "interest" as a component of payment.

In addition, any excess of cost over the federal contribution under one grant agreement is not allowable under other grant agreements.

Broad categories of costs not allowed include:

- Bad debts
- Contributions and donations
- Entertainment costs, including social activities and incidental costs such as meals, lodging, rentals and transportation.

APPENDIX G —
MODEL TECH PREP EDUCATION PROJECTS UNDER TITLE IV

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

Demonstration Projects for the Integration of Vocational and Academic Learning Program (Model Tech-Prep Education Projects)

The U.S. Department of Education has awarded nine grants to demonstrate successfully designed, established, and operating tech-prep education programs. These projects, most of which will begin project activities in January, 1993, will:

1) Disseminate information to improve the training of teachers, other instructional personnel, counselors, and administrators who are needed to carry out tech-prep education programs;

2) Provide resources, materials, technical assistance, inservice training, and other forms of professional development to help others replicate successful tech-prep education programs; and

3) Conduct an independent evaluation of grant activities based, in part, on student achievement, completion, and placement rates in the tech-prep education program(s) being demonstrated.

Model Tech-Prep Education Projects

East San Gabriel Regional Occupational Program, West Covina, California
Project Director: Laurel Adler, 818-960-3625

Charles County Community College, LaPlata, Maryland
Project Director: Mary Byrski, 301-934-2251, x443

Richmond County Schools, Hamlet, North Carolina
Project Director: Myrtle D. Stogner, 919-582-7187

Francis Tuttle Vo-Tech Center, Oklahoma City, Oklahoma
Project Director: Carla High, 405-722-7799, x380

Mt. Hood Community College, Gresham, Oregon
Project Director: Jack Miller, 503-667-7313

Community College of Rhode Island, Warwick, Rhode Island
Project Director: Judith Marmaris, 401-825-2143

Tri-County Technical College, Pendleton, South Carolina
Project Director: Diana Walter, 803-646-8361

Center for Occupational Research and Development, Waco, Texas
Project Director: Walter Edling, 817-772-8756

Seattle Public Schools, Seattle, Washington
Project Director: Gerald Butts, 206-281-6282

ED Program Officer: Richard DiCola, 202-205-9962

10/01/92

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE: FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)

PROJECT TITLE: Los Angeles Area Tech-Prep Consortium

AWARD NUMBER: V248A20002

PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:
Laurel Adler
East San Gabriel Valley
Regional Occupational Program
1024 West Workman Avenue
West Covina, California 91790
(818) 960-3625

FUNDS BY FISCAL YEAR:
Federal: FY 1991 -$ 539,995
Non-Federal: -$ 197,852
Federal Funds - 73 percent of total funds

AWARD PERIOD: January 1, 1993 - December 31, 1994

OBJECTIVES: To demonstrate and evaluate tech-prep education programs operated by the Los Angeles Area Tech-Prep Consortium. The tech-prep education programs to be demonstrated will be in the areas of trade and industrial education and business education.

PROCEDURES: The project will use a controlled study which compares the results of students who have participated in tech-prep education programs with those who have not. Data from experimental and controlled groups will be collected and compared to demonstrate how tech-prep programs produce better results in terms of job placement, movement up the career ladder, high school retention, student performance and achievement, transfer to a variety of postsecondary education programs, and placement in employment.

OUTCOMES/RESULTS/PRODUCTS: Report on the effectiveness of the tech-prep education program in general; assessment of specific components of the program in terms of measurable outcomes; database on-line networking system to assist LEAs in implementing and operating tech-prep education programs; handbook for guidance personnel; syllabus for program implementation, assessment, and certification; worksite learning strategies guide; model career path training guide; student program and certification guidelines.

PARTNER(S): East San Gabriel Valley Regional Occupational Program, Los Angeles Trade Technical College, Mount San Antonio College, California State University -- Los Angeles, and California Polytechnical University -- Pomona.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	Rhode Island Tech Prep Integration Model
AWARD NUMBER:	V248A20008
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Judith Marmaris Coordinator, Rhode Island Tech Prep Program Community College of Rhode Island 400 East Avenue Warwick, Rhode Island 02886 (401) 825-2143
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$ 312,657 Non-Federal: -$ 0 Federal Funds - 100 percent of total funds
AWARD PERIOD:	December 1, 1992 - September 30, 1994

OBJECTIVES: To develop materials that can be used to replicate the Rhode Island model on a national level; to disseminate nationally information and materials using a cost effective strategy; and to design a standardized tech-prep evaluation design that can be field tested in Rhode Island and, subsequently, replicated nationally.

PROCEDURES: Materials will be developed and produced after appropriate target audiences are consulted through informal focus groups and/or written surveys. Availability of materials will be publicized using the American Association of Community Colleges' membership mailing list. Project Director will be available for telephone inquiries, on-site visits, and for out-of-state presentations. Evaluation design will consist of both a quantitative, longitudinal analysis of the tech-prep program from 1987 through the present as well as a qualitative analysis.

OUTCOMES/RESULTS/PRODUCTS: Recruitment video for students; information video program for educators and parents; "infomercials"/short video series on two technical careers; student handbook; program guide for educators; "how to" guide for program implementors; business and industry resource guide; poster; student, parent, and educators' brochures; radio commercials.

PARTNER(S): Community College of Rhode Island and twenty-seven secondary schools in Rhode Island.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	Innovative Partnership for Tech Prep Replication and Evaluation
AWARD NUMBER:	V248A20011
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Maurice Dutton Center for Occupational Research and Development P.O. Box 21689 Waco, Texas 76702-1689 (817) 772-8756
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$1,161,144 Non-Federal: -$ 0 Federal Funds - 100 percent of total funds
AWARD PERIOD:	January 1, 1993 - June 30, 1994

OBJECTIVES: The Center for Occupational Research and Development (CORD) will demonstrate and provide for an independent evaluation of seven successfully designed, established, and operating tech-prep programs.

PROCEDURES: CORD will design and develop materials -- including workbooks and videos -- to be used in self-conducted, local workshops. A catalog describing the programs will be disseminated widely through National Tech Prep Network, state-level education administrators, and contacts to all state funded tech prep consortia. Consortia representatives will make presentations at national forums and publish articles about their tech-prep programs. A nationally recognized evaluator will conduct evaluations of each model site.

OUTCOMES/RESULTS/PRODUCTS: Illustrated catalog of model programs, facilitator's guide for conducting workshops, workbooks describing selected programs, videotapes, telephone conferencing.

PARTNER(S): (1) Norfolk Public Schools/Tidewater Community College Consortium (five secondary schools in Norfolk, Virginia, and Tidewater Community College); (2) Central Midlands Tech Prep Consortium (Lexington School District Four in Swansea, South Carolina, Midlands Technical College, and Orangeburg-Calhoun Technical College); (3) Capital Area Tech Prep Consortium (Leander Independent School District, located north of Austin, Texas, and Austin Community College); (4) Roanoke Area Tech Prep Consortium (four county and two city public school systems in the Roanoke, Virginia, area and Virginia Western Community College); (5) Oakland County Tech Prep Consortium (nineteen school districts in Oakland County, Michigan, and Oakland Community College); (6) Northeastern New Mexico Tech Prep Consortium (six public school districts in the Las Vegas, New Mexico, area and Luna Vocational Technical Institute); and (7) Portland Area Vocational Technical Education Consortium (thirty-six secondary schools in the Portland, Oregon, area and Portland Community College).

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	Infusion/Integration Project
AWARD NUMBER:	V248A20021
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Jack Miller Community and Vocational Development Mt. Hood Community College 26000 S.E. Stark Street Gresham, Oregon 97030 (503) 667-7313
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$ 307,920 Non-Federal: -$ 88,344 Federal Funds - 78 percent of total funds
AWARD PERIOD:	January 1, 1993 - December 31, 1994

OBJECTIVES: To disseminate information and materials about the tech-prep education program administered by the Mt. Hood Regional Cooperative Consortium and to evaluate the effectiveness of the program and dissemination activities.

PROCEDURES: A National Reaction Panel, composed of experts in the field of tech-prep and applied academics will meet annually to guide and disseminate the results of the project. The Panel's observations will be captured on videotape or presented live as part of a national teleconference. Additional demonstration and dissemination activities will include videotapes of exemplary lessons, a quarterly newsletter, and a guidebook for schools and consortia on staff development. Other activities include technical assistance, site visitation, and conference presentations. The Northwest Regional Educational Laboratory will conduct the independent evaluation of the tech-prep education program and grant activities.

OUTCOMES/RESULTS/PRODUCTS: Videotapes, quarterly newsletters, guide book.

PARTNER(S): Gresham School Districts, Mt. Hood Community College.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	The Richmond County Tech Prep Model
AWARD NUMBER:	V248A20022
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Myrtle D. Stogner Director, North Carolina Tech Prep Leadership Development Center Richmond County Schools P.O. Drawer 1259 522 Hamlet Avenue Hamlet, North Carolina 28345 (919) 582-7187
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$ 499,841 Non-Federal: -$ 490,684 Federal Funds - 50 percent of total funds
AWARD PERIOD:	January 1, 1993 - December 31, 1994

OBJECTIVES: To disseminate information about the Richmond Tech Prep model to at least 3,000 new persons from other states; to establish at least twenty new tech-prep consortia based on the Richmond model; to provide technical assistance to prospective and previous model adopters; to maintain and improve the Richmond model, materials, and results; and to conduct a third-party evaluation of both the Richmond model and the demonstration activities conducted throughout the project period.

PROCEDURES: The project will organize K-14 committees to conduct a systematic review of the tech-prep concept and accomplishments made thus far and to recommend areas where revision is needed. Information about the project will be disseminated through presentations at national and state conferences; communications with congressional and state legislative leaders in education; participation in national teleconferences, the National Tech Prep Network, and computer network bulletin boards; and by submitting articles to national journals and other publications. The project will provide technical assistance by distributing written materials and video tapes, conducting on-site visitations, participating in conferences, providing consultant on-site assistance, distributing quarterly newsletters, training teachers, conducting an annual trainer certification workshop, and by providing other forms of training and assistance to school districts wanting to adopt the Richmond model.

OUTCOMES/RESULTS/PRODUCTS: Brochures, descriptions of course options for students, career/educational planning packet for guidance personnel, articulation/curriculum review packet, student registration materials, videotapes, curriculum-specific workshops.

PARTNER(S): Richmond County Schools, Richmond Community College.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE: FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)

PROJECT TITLE: Consortium to Restructure Education through Academic and Technological Excellence's (CREATE's) Tech Prep Program to evaluate, disseminate, and assist others to replicate the model. Local/state funds for operation.

AWARD NUMBER: V248A20023

PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:
Carla High
Francis Tuttle Vo-Tech Center
12777 North Rockwell
Oklahoma City, Oklahoma 73142
(405) 722-7799, x380

FUNDS BY FISCAL YEAR:
Federal: FY 1991 -$ 359,502
Non-Federal: -$ 300,000
Federal Funds - 55 percent of total funds

AWARD PERIOD: January 1, 1993 - December 31, 1994

OBJECTIVES: To evaluate the existing tech-prep education program, to disseminate results about the program, and to assist others in replicating the model program.

PROCEDURES: A system will be developed for collecting data concerning students and their success in tech-prep courses at the secondary and postsecondary levels. A follow-up system will also be designed to track students as they move through the various educational levels and into employment. Information about the tech-prep education program and the project will be disseminated to local, state, and national audiences by conducting and delivering presentations at conferences, workshops and other professional meetings and by preparing materials for journal articles, newsletters, and brochures. Technical assistance will be provided to help replicate project results.

OUTCOMES/RESULTS/PRODUCTS: A "rap" videotape, poster, counselors' handbook, scope and sequence for a realigned applied mathematics curriculum, supplementary exercises for the applied mathematics curriculum; overview of committees and responsibilities, individualized applied curriculum for integration into vocational programs and the 6 year plans of study.

PARTNER(S): Francis Tuttle Vo-Tech Center, Oklahoma City Community College, The University of Oklahoma, and the school districts of Edmond, Western Heights, Putnam City, and Deer Creek.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	The PACE Model Tech-Prep Education Project: Facilitating Educational Reform Through Practitioner-Based Sharing
AWARD NUMBER:	V248A20024
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Diana Walter Partnership for Academic and Career Education (PACE) Tri-County Technical College P.O. Box 587 Pendleton, South Carolina 29670 (803) 646-8361, ext. 2378
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$ 564,812 Non-Federal: -$ 66,875 Federal Funds - 89 percent of total funds
AWARD PERIOD:	January 1, 1993 - December 31, 1994

OBJECTIVES: To increase curriculum integration at the classroom and program levels and between high schools, community colleges and senior colleges; provide comprehensive demonstration and dissemination services of the model at the local, state, and national levels; provide a comprehensive evaluation of the model; develop products appropriate to an innovative integration project and suitable for replication by other institutions.

PROCEDURES: Develop and implement a classroom-based approach incorporating the concepts of integrative learning, multiple intelligences, and learning styles to increase the integration of vocational/academic content in tech-prep curricula through improved teaching and assessment models. Produce and disseminate six editions of The Tech Prep News, publish journal articles, deliver presentations at conferences, workshops and professional meetings, conduct technical assistance on-site workshops, provide practitioner-based assistance through telephone consultations and conference calls. Identify and describe exemplary tech-prep practices, determine generalized outcomes for students, schools, colleges, employers, and communities which might be attributed to participating in an exemplary tech-prep education program.

OUTCOMES/RESULTS/PRODUCTS: Professional development training workshops, facilitator's guide, implementation manual on work-based learning, process manual, journal articles, packets of practitioner-based dissemination materials, national conferences, technical assistance workshops.

PARTNER(S): Seven school districts in Anderson, Oconee, and Pickens counties, the National Dropout Prevention Center, Clemson University's College of Education, local businesses and industries, the Anderson County Business and Education Partnership, The Career Center and Tri-County Technical College.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE: FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)

PROJECT TITLE: Seattle Tech Prep Associate Degree Program: A Proven Model for Academic/Vocational Integration

AWARD NUMBER: V248A20032

PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:
Gerald Butts
Seattle Public Schools
815 Fourth Avenue, North
Seattle, Washington 98109
(206) 281-6282

FUNDS BY FISCAL YEAR:
Federal: FY 1991 -$ 424,287
Non-Federal: -$ 194,344
Federal Funds - 69 percent of total funds

AWARD PERIOD: January 1, 1993 - December 31, 1994

OBJECTIVES: Refine and "package" components of the model so potential adoptees can follow Seattle's example; evaluate the integration of academic and vocational instruction and tech-prep as part of a systemic intervention for school reform and educational restructuring; disseminate the model as a unique example of how urban communities can provide tech-prep in its most comprehensive, advanced skills form.

PROCEDURES: Assemble teams of key persons who have been involved in the tech-prep education program to prepare dissemination packages for various program components. The packages will consist of background information, replication guidelines, and sample materials. The Northwest Regional Educational Laboratory and Seattle district representatives will design and implement both formative and summative evaluations of the project. Materials and electronic media will be prepared to share information with other consortia. Project staff will conduct workshops and host visitations in Seattle, make presentations at national, regional, and state conferences, and provide phone/mail technical assistance to individuals interested in replicating the tech-prep program.

OUTCOMES/RESULTS/PRODUCTS: Onsite demonstrations of the tech-prep program, sharing of materials (flyers, handouts, guidelines, etc.) describing program elements in detail, technical assistance with potential adopters through telephone consultation, conference calls, on-site workshops, etc.).

PARTNER(S): Seattle Public Schools, Seattle Community Colleges.

U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

PROGRAM TITLE:	FY 1992 DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM (Model Tech-Prep Education Projects), (CFDA 84.248A)
PROJECT TITLE:	Southern Maryland Tech Prep
AWARD NUMBER:	V248A20033
PROJECT DIRECTOR/ AWARDEE/ ADDRESS/ TELEPHONE:	Mary Byrski Charles County Community College Career and Technical Education P.O. Box 910 Mitchell Road LaPlata, Maryland 20646 (301) 934-2251, x443
FUNDS BY FISCAL YEAR:	Federal: FY 1991 -$ 510,159 Non-Federal: -$ 167,432 Federal Funds - 75 percent of total funds
AWARD PERIOD:	January 1, 1993 - December 31, 1994

OBJECTIVES: To demonstrate and evaluate the successful practices used by the Southern Maryland Educational Consortium (SMEC) in the development and implementation of the consortium's tech-prep education program.

PROCEDURES: There will be an extensive independent evaluation of SMEC's current tech-prep education program to help guide and improve the program during the project period. The grant also provides for demonstration activities in the form of on-site visits, technical assistance, train-the-trainer workshops on curriculum development, and a Summer Training Institute for teachers.

OUTCOMES/RESULTS/PRODUCTS: Technical assistance directory; one-minute student videos/commercials for promotional use on cable television; and dissemination of materials and products already developed.

PARTNER(S): Charles County Community College, Calvert County Public Schools, Charles County Public Schools, and St. Mary's County Public Schools.

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